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REPORT

UPON THE

STATE OF EDUCATION

IN THE

ISLAND OF TRINIDAD

BY

PATRICK JOSEPH KEENAN, Esq.

DUBLIN:
PRINTED BY ALEXANDER THOM, 87 & 88, ABBEY-STREET
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1869.

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TRINIDAD.

By His Excellency the Honourable ARTHUR HAMILTON GORDON, Companion of the Distinguished Order of St. Michael and St. George, Governor and Commander-in-Chief in and over the Island of Trinidad, and its Dependencies, Vice-Admiral thereof,

&c., &c, &c.

[Seal.]
ARTHUR GORDON.

TO PATRICK JOSEPH KEENAN, ESQ.

KNOW ye that I the Honourable Arthur Hamilton Gordon, Governor and Commander-in-Chief, as aforesaid, do, by these presents, authorize and appoint you, the said Patrick Joseph Keenan, to make a diligent and full inquiry into the state of public education, whether secular or religious, in the Island of Trinidad.

And I do hereby enjoin and require all Wardens and Masters, or Assistant Masters of Schools, and all other persons whomsoever, to be aiding and assisting you in such inquiries, to the best of their skill and ability.

In witness whereof I have to this my Commission set my Hand and caused the Seal of the Colony to be affixed hereto.

Dated at Government House, in the Town of Port-of-Spain, in the Island of Trinidad, this 10th day of February, in the year of Our Lord, 1869.

By His Excellency's Command,

JOHN S. BUSHE, Colonial Secretary.

FOREWORD

This reprint of the Keenan Report of 1869 was authorised by the former Minister of Education, The Honourable Dr. Cuthbert Joseph. It is the first in a series of historic documents about to be reprinted dealing with education in Trinidad and Tobago over the years. The second in the series is the Report of the Education Commission appointed by Governor, Sir George Le Hunte, on 16th June, 1914. The third is a Despatch of 26th April, 1851 from Governor, Lord Harris, to Secretary of State, Earl Grey. The Despatch carries Resolutions dealing with education moved in a Committee of the Board of Council on 19th April, 1851. It also carries interesting comments on the place of religious teaching in schools.

There is, and has been for some time, a continuing emphasis on improving the quality of education in Trinidad and Tobago. In further pursuit of this purpose Government plans to expand the facilities of the School of Education on the St. Augustine Campus to provide a pre-service Diploma in Education. There is to be a development of M.A. (Education) and M.Ed. research programmes. B.A. Dip. Ed. and B.Sc. Dip. Ed., conjoint degrees (4 years), are also under consideration.

For everyone of these qualifications an ever-deepening knowledge of the history of Education in Trinidad and Tobago will be required.

It is with this in mind that this Report—the Keenan Report of 1869—has been reprinted and is being given a wide circulation.

I should like to place on record the hard work put in by Mr. Lucien Edghill, Secretary of the Examinations Review Committee and the invaluable co-operation of Mr. Street, Mr. McCarthy and staff of the Government Printing Office. I must also thank Ms. Awong, Acting Government Archivist, who provided a copy of the Report from which this reprint has been made.

C. V. GOCKING
Chairman,
Examinations Review Committee,
and
Chairman,
Interim Board of the National Library, Information and Archive Service

REPORT

TO THE RIGHT HONOURABLE THE EARL GRANVILLE, K. G.,

HER MAJESTY'S SECRETARY OF STATE FOR THE COLONIES.

MY LORD,

Instructions

1. On the 16th of January I had the honour of receiving your lordship's instructions to inquire into the state of education in Trinidad, and report the result of my investigations, as well as the means most effectual for the improvement of the public schools of that island.

Departure

2. On the following day I left Dublin for Southampton, where I arrived on the 18th, just in time to catch the West Indian mail packet which sailed that afternoon.

Arrival in Trinidad.

3. On the 6th February, I arrived at Trinidad.

Received by Governor

4. In compliance with your lordship's instructions, I reported myself immediately after my arrival, to His Excellency the Honourable Arthur Gordon, the Governor, who received me with greatest possible kindness and consideration.

Commission

5. On the 10th of February, I was honoured with His Excellency's Commission "to make a diligent and full inquiry into the state of public education, whether secular or religious, in the island of Trinidad." On the same day a notification of the issue of His Excellency's Commission was published in the Official Gazette.

Difficulty of getting lists of schools

6. I received from the Inspector of schools a list of all the Government schools of the colony; but as I proposed to examine every public school, whether aided by the Government or not, I sought for a similar list of the non-endowed schools. Excepting the Governor, I met with no one who had any idea where those non-endowed schools were to be found; and to his Excellency's kindness in denoting the situation of most of them on a map, I was, at the outset, very much indebted. My own subsequent experience enabled me to discover the whereabouts of every public school in the island.

Statistical returns

7. Before commencing my inquiries I resolved upon disarranging the ordinary procedure of the schools as little as possible. The only statistical returns that I called for were a copy of the ordinary quarterly report which the teachers of the Government schools furnish to the Inspector, and a nominal list of all the pupils who had been present in those schools during any portion of the year 1868, with the number of attendances made by each.

8. Owing to imperfections or omissions in the registers or rolls of the non-endowed schools, *i.e.*, schools not aided by the State, I soon found that the returns exhibiting the quality of the attendance at such schools were unreliable, and that their collection would be simply useless. The table given in the Appendix—of the comparative quality of the attendance relates, accordingly, to the Government schools only.

Table of attendance

Want of roads

9. Trinidad is, on the average, about fifty miles long by about forty miles broad. The area—1,754 square miles—is nearly identical with that of Lancashire. But this statement affords no idea whatever of the difficulty or the labour of travelling over the whole extent of the island. There are very few roads. Even between the only two towns in the island, Port-of-Spain and San Fernando both on the west coast, and forty-two miles apart—the road is passable by carriages for only part of the way. On that coast there is the accommodation of a steamer, which runs from Port-of-Spain to Cedros, calling at the intermediate places; and radiating from the two towns there are roads, more or less good, which lead to the majority of the schools. But in other directions, and over a considerable portion of the island, travelling has to be accomplished either on horseback or on foot. For instance, it occupied me upon one occasion nearly thirteen hours to perform the journey between Mayaro and the Lothians estate—a distance of only thirty-six miles; the "trace" for nearly the whole length of the way being through a virgin forest.

Want of hotels

10. Personally I have no reason to complain of the inconvenience resulting from the absence of hotels, of which there are none in any part of the island, except Port-of-Spain; inasmuch as the hospitality of the planters and others enabled me to accomplish the visitation of all the public schools.

Schools visited.

11. My sojourn in the island was from the 6th February to the 8th April. In that interval I inspected the following educational institutions:—

		No. of Pupils present.		
		Boys	Girls	Total
Upper Class Schools,	1. The Queen's Collegiate School	68	—	68
	2. The College of the Immaculate Conception	111	—	111
	3. St. Joseph's Convent (Boarding School)	—	82	82
Primary Schools,	4. The Normal School, ...	7	—	7
	5. The Boys' and Girls' Model Schools, ...	103	229	332
	6. The Free Model School, ...	76	—	76
	7. The 3 Borough Schools of Port-of-Spain and San Fernando	222	33	255
	8. The 30 Ward Schools, ...	804	389	1,193
	9. Thirteen non-endowed Roman Catholic Schools	217	214	431
	10. Twenty-two non-endowed Protestant Schools	256	250	506
	11. The Coolie Orphan Home,...	25	17	42
	Total ...	1,889	1,214	3,103

Pupils examined.

12. I thus visited seventy-six different scholastic establishments, in which I examined 3,103 pupils.

Special reports.

13. For your lordship's information I make a separate and detailed report upon each of those seventy-six establishments.

Purely private schools not visited.

14. Schools which are merely private speculations, established and exclusively controlled by their respective teachers, I did not feel justified in visiting. Scattered throughout the island there are many such schools. In Port-of-Spain alone there are eight private schools for the education of Roman Catholic girls, attended, as I learn from returns with which I was furnished, by 252 pupils. Under this category I do not include the Convent Boarding School, which has attained, the dimensions and which certainly exhibits all the essential characteristics—of a public school. There are also several private schools, of which I was unable to obtain a return, for the education of Protestant girls.

Every public school visited.

15. I took particular care to leave no school unvisited upon the support of which any public money had been expended.

Historical points affecting educati

16. Before I enter upon a statement of the results of my inquiries it may be serviceable, in elucidation of the difficulties and peculiarities of colonial education, so far at least as Trinidad is concerned, to bring before your lordship's mind, in a few words, the leading historical points which reflect their influence upon the schools and the schooling of the people of the island.

Spanish colonists.

17. The original colonists of the island were the Spaniards. Their system of colonization was so feeble and unsuccessful that in 1783, nearly 200 years after their arrival, the island being then a dependency of Caracas, the white population numbered only 126; the free coloured people, 2,958; the slaves, 310; and the aborigines, 2,032.

French immigrants.

18. The Council of the Indies, concerned about the waning fortunes of the colony, at this period invited European immigration, securing to the immigrants certain immunities, and to the island certain advantages. Thereupon, numbers of people flocked to the island. But the immigration was not confined to the Spanish race. From Guadeloupe and Martinque, French families came, year after year, in considerable numbers; and at a subsequent period, when revolution and massacre had led to an exodus of the French from Hayti, many of the refugees sailed to Trinidad for an asylum and a home. The immigrants were, in numerous cases, accompanied by their slaves. Spanish and French were the languages of the colonists, and their religion was the Roman Catholic. In 1797, when the island was taken by the British, the population had increased to 18,000. Then the Protestant religion was introduced; new principles of commerce were mooted, and new ideas of government promulgated. The British applied themselves almost exclusively to the cultivation of the sugar cane,

Trinidad taken by England.

by which immense fortunes were rapidly made, and as rapidly transferred to England. The French and Spaniards, on the other hand, not confining themselves to the production of sugar, also cultivated the cacao and the cocoa-nut, and established their homes and their hopes in the island. Hence the predominant religion continued to be the Roman Catholic, and the prevailing languages a patois of French in some, and of Spanish in other parts of the colony. In the mean time the population from year to year continued to increase, and the island to flourish. In 1834 there were 43,678 people in the colony, very nearly one half of whom were slaves. That was the year of emancipation. The whites then numbered 3,632; the free coloured people, 18,627; the slaves 20,657; and the aborigines, only 762. After the abolition of slavery, there was such a dreadful scarcity of labour that immigrants—chiefly free blacks from North America, and coloured people from the neighbouring islands—were imported in considerable numbers, at the public expense. In the first half of the year 1840 there were welcomed to the island nearly 4,000 immigrants of these classes. Here again was another new element in the constitution of the population—its peculiarity being its unquestionably Protestant character. The old settlers still adhered to Catholicism, still spoke their patois of Spanish or French, still clung to their old traditions, and indulged in their old habits. The British element was strengthened by the circumstance that, in the majority of cases, the language of the new comers was English. But the supply of labour was yet unequal to the demand; and the government had to turn to a new field for fresh recruits. Accordingly, in 1845, Coolies from India were introduced for the first time.

Abolition of Slavery.

Protestant immigrants.

Coolies.

19. It was in 1846 that Lord Harris assumed the government of Trinidad. He found no regular organization of schools in operation. The several religious bodies embraced within their connexion schools which were aided, but not superintended or controlled, by the Government. Attended by some 1,000 children, there were about forty such schools; but their reputation for efficiency appears to have been exceeding low. Lord Harris very soon turned his attention to a reform of the plan of public education. In a message, delivered on the 1st February, 1847, he announced that an ordinance to empower the Government to establish a system of general instruction would be proposed to the Legislative Council. In contemplation of the difficulties arising from differences of race, language, and religion, he decided on proposing "that the Government should attempt to carry out nothing more than what is generally termed secular instruction."

Lord Harris

Education reform

20. The project remained in abeyance until 1851, for, in the meantime, Lord Harris "was desirous to have the Wardens' Ordinance thoroughly established, as any general plan of instruction should be worked by its means."

In abeyance

21. In 1851 the question was again brought before the Legislative Council. The nationalities of the community were even more heterogeneous that year than in 1847. Of the 69,609 who composed the population in 1851, 40,627 were native-born Trinidadians; 10,812 had been born in the different British colonies; 8,097 had been born in Africa; 4,915 had been born in other foreign countries; 4,169 were Coolies; 729 were natives of the United Kingdom; and 260 were of miscellaneous origins. When classified according to religions, the heterogeneous character of the population was still more striking:—

Heterogeneous population

Roman Catholics,		43,605
Church of England,	16,246	
Wesleylans,	2,508	
Presbyterians,	1,017	
Independents,	123	20,440
Baptists,	448	
Other Christians,	98	
Gentoos,	2,649	
Mahometans,	1,016	4,545
Heathens,	880	
Unaccounted for,		1,019
	69,609	

22. Besides those of race, language and religion, there was yet another difficulty—a social one, the existence of which could not be deliberately ignored. Seventeen years had passed away since the emancipation of the 20,657 slaves of the island. Many of them still survived; and many others who had been slaves in the neighbouring colonies

Social difficulty

became free settlers in Trinidad. To such people society was only a chaos. In it they could recognise neither design, nor purpose, nor symmetry. For its duties their habits ill suited them; for its responsibilities their intuition was defective. Nevertheless, they formed a considerable proportion of the people, and it became the duty of the State to mould them into good citizens. Accordingly, in his new scheme of education, Lord Harris had to consider their condition and necessities.

Secular principle

23. When, on the 2nd of April, 1851, Lord Harris finally submitted his scheme to the Legislative Council, he still adhered to his original idea that secularism was to be the essentiality of the system.

> "I decided on this plan with considerable anxiety and in no spirit of pride, but rather that of deep humiliation; for I am obliged to come to the conclusion that the unfortunate differences which exist in religion would prevent any united action if that subject were introduced; and though I acknowledge to the fullest the immense importance of this subject in developing the powers of man, I thought it better, under the circumstances, that it should be left to be provided for by other means."

Object of historical sketch

24. I have taken some pains to place briefly before your lordship a representation of the circumstances of the colony in respect to race, religion, and language, not simply with the view of depicting the general difficulties of the problem of education in Trinidad, but chiefly with the desire of doing all the justice in my power to Lord Harris, the distinguished founder of the new system, by calling to mind the exigencies of the time when he undertook to establish it.

Fundamental principles

25. The fundamental principles of the new system were:—

(a) That no religious instruction whatever was to be imparted in the Schools.

(b) That under no circumstances were the schoolmasters to give the religious instruction.

(c) That the religious instruction of the children was to be committed to their respective pastors, who upon a day set apart for the purpose in each week—the schools being closed on that day—were to impart such instruction in the churches or elsewhere.

(d) That the instruction in the schools was to be of such a character as not to offend the religious susceptibilities of any of the inhabitants of the colony.

(e) That no school fees were to be charged.

(f) That the school expenses were to be met by local rates.

(g) That the entire management and control of the schools, the appointment and dismissal of teachers, the determination of the course of instruction and of the books to be employed, were to be vested in a Board of Education.

System inaugurated

26. A Board of Education was accordingly formed. An Inspector of schools was appointed, arrangements for the foundation of schools were agreed upon, rules for the guidance of the teachers and for the conduct of the pupils were drawn up, a programme of school business was fixed upon, and model schools for boys and girls, as well as normal school for the training of schoolmasters, were opened in Port-of-Spain. The Wardens, the clergy, and the Board of Education were earnestly solicited to co-operate with the Governor in promoting the success, and diffusing the advantages, of the new system of education.

Well received

27. Lord Harris's scheme appears to have been received with much popular favour. Its operation was to become a heavy burthen upon the tax-payers; but there was little or no murmuring. Its policy excluded the clergy from participation in the management of the schools; but on this score there was no demonstration of disappointment or hostility. That the clergy ever cast their influence in a decided and sympathizing manner into the fortunes of the measure, I have not been able to learn; but at the time of the foundation of the system, their proceedings, although perhaps only tentative, were not manifestly unfriendly.

Change in Roman Catholic opinion

28. Between 1851 and 1869 generations of Roman Catholic priests had passed away. In February, when I arrived, there were in the island only two Catholic clergymen who had witnessed the inauguration of Lord Harris's system; and before I took my departure in April, one of the two, Monsignore Farfan, was dead. The Most Rev. Dr. Gonin is the fourth Archbishop since the education system was founded. In the interval of eighteen years, however, the opinion of the Roman Catholic community has veered from a practical acquiescence to a most uncompromising opposition. I met with nearly all the priests in the island, and invariably found them to be avowed enemies of the system. I also elicited the opinions of most of the leading members of the Roman Catholic laity, which opinions I found to be pretty identical with those of the clergy. I could not fail to apprehend the history and the develop-

ment of this hostility; but for my present purpose it will suffice to observe that it is attributed to the principle of the system, which the Roman Catholics pronounce to be vicious, and to its results, which they point to as baneful. Wherever they have had funds, they have opened schools under their own exclusive management, making religion an indispensable feature of the instruction. I examined thirteen of these schools, and for your lordship's information I give in the Appendix a separate report on each.

Protestant opinion not unanimous

29. Changes have also occurred in the ranks of the Protestant clergy since 1851. I can not speak as to the extent of those changes; I only know that the Venerable the Archdeacon of Trinidad, who witnessed the inauguration of the system in that year, happily survives. There are thirteen or fourteen clergymen of the Church of England. Upon the education question they are by no means unanimous. The Rev. Mr. Laurie, of Savanetta, for instance, energetically stigmatizes the Ward school system; whilst the Rev. Mr. Graham, of Chaguanas, is enthusiastic in his admiration of it. The Archdeacon warmly bestows his approbation upon the system; but in connexion with the Erin Ward school he subverts its fundamental principle. Not only is there religious instruction daily in this school, but the school-room is a licensed place of worship; and the master not only imparts that instruction, but is himself the licensed catechist of the district. In the Cedros, as well as in the Erin Ward school, the Archdeacon performs public service once a month, as acting island curate. At St. John's he has a largely attended non-endowed school, in which the Church catechism is taught to all the pupils, the majority of whom are Roman Catholics, although the San Juan Ward school, which is not far distant, is available for instruction on the secular principle of Lord Harris's system. Each of the seven rectors in the island has at least one non-endowed school, conducted on purely denominational principles. Yet most of those clergymen, on grounds of alleged expediency, are favourable to the secular system. For instance, the Rev. Henry Richards, Rector of St. Mary, says that "the secular system of instruction is the only practicable one under the peculiar circumstances of the colony," but opposite his own parsonage gate, and within a few minutes' walk of the Ward school of Tacarigua, he has, in full operation, a non-endowed denominational Dame school. I made particular inquiry in every part of the island as to whether the clergy took any steps to promote the success of the Ward schools. My information almost invariably was to the effect that they did not. In my special reports will be found the cases of twenty schools which I visited, denominational in their organization, and under the management of the clergy of the Church of England. Yet, as I have said, most of the Protestant clergy favour the secular principle of the Government schools.

Protestant laity

The Protestant laity are, I think, almost unanimous in their approval of the secular principle. Few of those, however, with whom I came into contact had the faintest idea of the real condition of the ward schools.

Schools under Board

30. Under the administration of the Board of Education there are—the thirty ward schools, the model school for boys, the model school for girls, the normal school, and the Queen's Collegiate School. The appointment and removal of the teachers, and the entire control and management of the schools, are vested in the Board. There are no local managers, but the wardens have a kind of official connexion with the schools of the respective wards. Of this connexion, and of local relations generally in regard to the schools, I shall have to speak hereafter. The two borough schools of Port-of-Spain, and the borough school of San Fernando, are under the immediate control of the respective corporations; but the inspection of these schools is intrusted to the officer of the Board of Education.

Special reports

31. In the special reports which I make upon the ward, the borough, and the model schools, I give a statement as to—(1.) the condition of the house, and its suitability; (2.) the adequacy of the furniture; (3.) the teacher's name, age, salary, &c.; (4.) the character of the organization; (5.) the state of the school accounts; (6.) the quality of the pupil's attendance; (7.) the average age of the pupils; (8) the results of my examination; (9) the religious knowledge of the pupils; and (10.) the expense of the school. In some instances my reports refer, in addition, to other subjects of interest or importance.

School-houses

32. Of the 30 ward schools, 13 are the property of the wards, and 17 are hired buildings. The borough schools of Port-of-Spain and San Fernando, and the model schools, are all held in hired buildings.

Suitability

33. Of the 13 schools which are the property of the wards, 6—namely, St. Ann's (Laventille), Arima, La Brea, Cedros, Icacos, and Mayaro—are suitable and in good repair;

6 others—namely, St. Joseph, Couva, St. Joseph (Naparima), Iere Village, Indian Walk, and Guapo—are in bad repair or otherwise unsuitable; and the remaining one, Arouca, is fairly suitable.

Hired buildings

34. Of the 17 hired buildings only 2, Maraval and the Mission, are suitable and in good repair; 4 others—Santa Cruz, Maraccas, Tacarigua, and Victoria Village—are fairly suitable and in tolerable repair; whilst 11 are unsuitable or in bad repair—namely, Carenage, Diego Martin, San Juan, Caura, Chaguanas, Savanetta, Pointe-a-Pierre, St. Madeleine, Canaan Village, Oropouche and Erin.

Model and Borough School houses

35. The boys' model school is quite unsuitable; the accommodation in the girls' model school is altogether inadequate; the Town Hall Borough school of Port-of-Spain is utterly unsuitable; the Eastern Market Borough school is commodious and tolerably suitable; and the San Fernando Borough school is barely suitable.

Discreditable state of school-houses

36. Considering that eighteen years have elapsed since the Board of Education was established, one cannot avoid being struck with the fact—evidencing, as it does, great apathy in the working of the system—That only thirteen of the school-houses of the colony are the property of the public. Originally it must have been contemplated that all the school-buildings should be public property; for Lord Harris, in his instructions to the Board, directed that "the school-houses should be *placed* in such positions as are most convenient for the children of each locality;" and he added, that he "purposed to procure all the information he could respecting the form and building of school-houses." I certainly was not prepared for the condition of the school-houses—for the complete indifference exhibited, in the majority of cases, to symmetry, to stability, to appropriateness of design, to neatness, to comfort, and even to health and decency. There are 17 of the ward school-houses (6 the property of the wards, and 11 hired buildings) which would bring discredit upon any country that recognises civilization as a principle of government. Life is positively in danger in such a school as Oropouche, where the wood under your feet is rotten, where decay has seized the walls, where the atmosphere is pestilential, and the odours are sickening and intolerable. The source of this sad condition of things lies, in every case, in the absence of a vigilant eye on the spot. With the exception of the Governor, the Inspector is the only person who takes any genuine interest in the condition of the schools. But the Inspector's visits are necessarily few. If there were a local manager, defects could at once be remedied. The duties of the warden in the matter are very dubious. My researches in to the early operations of the system incline me to believe that the warden was endowed with a local responsibility as to the management of the school. Living authorities, however, have assured me that such was not the case, that the school was virtually derelict—a nobody's child. The stinginess occasioned by the plan of local taxation for the maintenance of the schools is, no doubt another cause of the neglected condition of the school-houses.

Designs of school-houses

37. Generally speaking, the design of the school-buildings has no reference whatever to school purposes. Verandahs or exterior galleries, suitable to the climate, are rarely thought of. There are, however, a few exceptions. The school at Laventille is remarkable for its elegance and appropriateness of design. The school at Icacos, erected under the advice of Mr. Guppy the Inspector, is also a pleasing specimen of a useful style of house. But in tropical climates subject to heavy rains and squally weather, galleries or verandahs around the buildings are absolutely essential. I had no experience of the rainy season in Trinidad; but I was informed that at that season the rain frequently gushes suddenly and violently through the open windows—inundating the rooms, disturbing the routine of business, and producing various other inconveniences. An arrangement of exterior galleries around the buildings would considerably obviate all this.

Material

38. The material of the school-houses is usually wood. Iron has been suggested as an improvement. I consider the experiment worthy of a trial.

Teachers' residences

39. Nearly all the Ward school-houses have dwellings attached to them, which the teachers enjoy rent free. The dwelling is usually a part of the block of wooden buildings of which the school-room forms another part. Internal communication between the school-room and the residence is not uncommon. In most cases the accommodation is confined, inconvenient, and uncomfortable. I have, however, formed a very decided opinion that it is a mistaken indulgence to establish the teacher's quarters close to the school. In tropical climates the "hammock" is a most seductive temptation to the indolent. I am afraid that teachers occasionally retreat to it during the school hours. If the residence were a quarter of a mile

from the school, the temptation would be comparatively weak and resistable. The proximity of the teacher's quarters to the school-room leads to various other inconveniences. For instance, the members of the teacher's family are constantly running in and out and interrupting the school business; whilst the teacher himself, in looking after his domestic affairs, is often distracted from his school duties. At Chaguanas the crying of a baby in the teacher's apartment very seriously impeded my examination of the pupils.

Out-offices

40. Connected with the school buildings there is an element of lamentable neglect which I cannot pass over unnoticed. The cultivation of decent habits and delicate feelings should, under the peculiar circumstances of the colony, be a primary consideration in the organization of the schools. This principle will appear all the more important when it is borne in mind that every ward school is, to a greater or less extent, attended by girls as well as boys. Out-offices, therefore, are bsolutely indispensable. Yet, of the thirty ward schools, only sixteen are provided with these conveniencies; and of the sixteen, seven are in a discreditable condition. Even of the thirteen schools which are the property of the wards, six are destitute of out-offices; and in no less than four of the remaining seven cases the out-offices were in a filthy or dilapidated condition. The borough and model schools are provided with offices; but, as I mention elsewhere, those attached to the boys' model school were, when I first visited, in an extremely neglected condition. Upon this topic I consider it unnecessary to dilate; the facts suggest their inevitable commentary.

Furniture

41. The furniture of the schools is of the rudest kind. Not a single desk with any of the modern improvements—not a class-post—nothing, in short, that would indicate an appreciation of the improved school appliances of the age—is to be met with. Arranged under the heads "good," "fair," and "bad," in respect to the suitability and adequacy of their furniture, the thirty Ward schools may be classified as consisting of seven which are *good*, three which are fair, and twenty which are *bad*. The "bad" class comprehends every variety of defect, down to those of the Erin school, in which there are no desks at all. Rough and ungainly as the furniture usually is, its disposition in the school-room makes it even less attractive-looking than it might be, and less useful. The desks are generally so placed that the children, when seated at them, have their faces turned towards, and within a foot or so of, the wall. This arrangement is unhealthy as regards the children, and inconvenient as regards the teacher. In the girls' model school the supply of furniture is satisfactory. In the boys' model school, and in the Borough schools, it is only tolerably satisfactory. But, with a few exceptions, the amenities—within or without—receive very little attention in the schools of Trinidad.

Teachers people of colour

42. The teachers of the government primary schools are all persons of colour, with the exception of Mrs. Alcock, head mistress of the girls' model school; her husband, Mr. Alcock, who acts as her assistant; and Mr. Walker, of the Borough Town Hall School. I do not venture to advance any objection to this arrangement; at the same time, I think it extremely desirable that a number of European female teachers should be induced to establish themselves in the colony. Considerations of the weightiest moral importance suggest this idea to my mind.

Ages of teachers

43. The following are the ages of the elementary teachers:—

3	are from	20	to	25	years of age.
7	„	26	„	30	„
8	„	31	„	35	„
8	„	36	„	40	„
3	„	41	„	45	„
2	„	46	„	50	„
1	is from	51	„	55	„
and 2	are from	56	„	60	„

An examination of this table would lead one to conclude that the staff is composed of experience and matured persons—more than two-thirds of them being upwards of thirty years of age. But they possess neither the solidity nor the influence of character which English teachers of corresponding ages could be credited with. For an exemplification of this I take leave to refer your lordship to my remarks upon the Normal school.

Married

44. Of the thirty-four principal teachers of primary schools, twenty-seven are married.

Salaries

45. Trinidad is an expensive place to live in. Wages run high, and the pay of teachers is commensurately high. The master of the model school has £300 a year; the mistress of the

model school, £250 a year; one of the Borough school teachers, £200 a year; another, £150 a year; and another, £125 a year. Of the Ward school-teachers—

1 has	£125	a year (for teaching two schools.)
6 have	£100	„
1 has	£95	„
8 have	£90	„
2 „	£85	„
6 „	£80	„
1 has	£75	„
2 have	£70	„
2 „	£60	„

The average salary of the teachers of the Ward schools is £87.

Salary not determined on any principle

46. I could discover no principle—having reference to average attendance, to the qualifications of the teacher, or to the results produced—upon which the rate of salary is determined. Average attendance can have nothing to say to the question, for the teacher of Savanetta, whose average last year was only 19, had £90 a year; the teacher of Couva, whose average last year was only 21, and the teacher of St. Madeleine, whose average last year was only 28, had each £100 a year; whilst the teacher of Maraval, whose average was 60, had only £75 a year; and the teacher of Laventille, whose average was 63, had only £80 a year. A reference to my special reports will show that the explanation lies neither in the qualifications of the master nor in the results of his teaching. It is the *school*—useful or worthless, important or insignificant (as the case may be)—which commands the salary. The Couva school, for instance, although a wretched one, ensures £100 a year to its master, whilst the Laventille school, in which there is treble as much work to be done, commands a salary of only £80 a year. The evil of this system is, that clever teachers, when the opportunities present themselves, fly off to less important schools, for the advantage of a trifling increase of salary. At the beginning of the present year, mainly in consequence of the amount of salary to be gained or lost, several changes in the teacherships were made by the Board of Education. The Board wished to reward some teachers by sending them to schools to which higher pay was attached; and to punish others by sending them to schools in which the pay would be lower. It would be difficult to over-rate the mischief caused by this movement.

Removals from one school to another

The promotions were:—

Mr. Fitzwilliam, from £75 at Maraval to £90 at Iere Village.
Mr. Greenidge, from £90 at Oropouche to £100 at St. Madeleine.
Mr. Birmingham, from £80 at Laventille to £90 at St. Joseph (Naparima).
Mr. Wears, from £90 at St. Joseph (Naparima) to £100 at the Mission Savanna Grande).

The depressions were:—

Mr. Seely, from £100 at the Mission (Savanna Grande) to £90 at Oropouche.
Mr. Daniel, from £90 at Iere Village to £80 at San Juan.
Mr. Purcell, from £100 at St. Madeleine to £75 at Maraval.
[Mr. Estmond was removed from £80 at San Juan to the same salary at St. Ann's Laventille.]

Injudiciousness of changes

Here, out of the thirty schools, are eight that have changed teachers since the beginning of the current year. Besides, Tacurigua school has had a new teacher—the former teacher, Mr. Innis, having resigned; and Pointe-a-Pierre must soon have a new master, as the late master was dismissed by the Board on the 27th of March. The number of changes may thus be set down as ten. The removal of the La Brea and Guapo teacher, and of the Cedros teacher, was mooted at the same meeting of the Board. The inconsiderateness of some of the changes is very remarkable. Mr. Purcell was brought away from St. Madeleine, a purely English-Speaking district, to Maraval—a district where English is nearly unknown; although he is incapable of speaking a word of Spanish or French. For all useful educational purposes he might as well have been transferred to a school on the banks of the Orinoco. Mr. Estmond was removed from San Juan to St. Ann's (Laventille), to fill the place of a young, energetic, and clever man, who, for the sake of an additional £10 a year and a free lodging, was transferred to St. Joseph, North Naparima—a village and school of very minor importance. St. Ann's (Laventille), on the contrary, is among the most important ward schools in the

colony. It is held in a beautiful building; is situated on the verge of the Savanna; is passed every day by the Governor, on his way to and from the town; is seen from day to day by thousands of passers-by; and is largely attended. Mr. Estmond is a man of sixty; is breaking down; and is altogether unsuited to so important a school.

Religion of teachers not considered

47. Where the people and the teacher are of the same religion, a sympathy springs up between them which is mutually advantageous—even although the teacher, in submission to a prohibitory regulation, may have nothing to say to the religious instruction of the children. The teacher whose religion is identical with that of the people about him acquires an influence which he can legitimately exert in stimulating parents to see to the education of their children, and which he can very powerfully use in gaining the co-operation of the clergy in the interest of his school. One would think that no axiom could be more convincing than this. Yet I find that the principle was utterly disregarded in the adjustment of the recent changes of teachers. Mr. Purcell, a Wesleyan, was brought from the Protestant district of St. Madeleine to that of Maraval, where the only Protestants are the family of the police constable. Mr. Fitzwilliam, a Roman Catholic, was removed from the Catholic district of Maraval, where, as I mention in my special report on the Maraval school, he had won the commendation of the Catholic priest, to Iere Village, one of the head-quarters of the Protestants of the colony. Mr. Daniel, who is a member of the Church of England, was transferred from Iere Village to San Juan—a school in which, on the day of my visit, there were 99 pupils on the rolls, and not one of them a Protestant.

Inconvenience of changes

48. In 9 of the ward schools the teachers pleaded irresponsibility for bad answering and other defects, on the ground of their recent assumption of the charge of the schools—a plea which I could not fail to hearken to, and which I duly weighed when forming my opinion of themselves and their schools. It is not, however, so much the disruption of the schools I deprecate as the principle upon which it is accomplished. When stating the results of my examination of the scholars, I shall have to re-open this question, and to propose a remedy for the faulty principle upon which, at present, salaries are awarded.

Some of the teachers supplement their school incomes by the discharge of duties not connected with teaching. For instance, the teachers of Carenage, Diego Martin, Chaguanas, Couva, Indian Walk, St. Madeleine, Oropouche, Guapo, &c., &c., are employed by the Government as District Registrars of Births and Deaths. I do not see any any objection to this arrangement.

Organization

49. In the primary schools there is little or nothing to be met with to indicate that school organization has become a science, or that eminent teachers in various parts of the world have written manuals and treatises upon the subject. The art of efficiently handling, with a limited teaching power, a large number of scholars is unknown to the masters of the Trinidad schools. The origin of this defect goes home, of course, to the training school. Nearly every master has been trained. And, if well trained, he should know something of organization. Each teacher, however, follows his own bent—hits upon his own plans, which, if intelligently pursued and conscientiously adhered to, would go far to make up for a want of acquaintance with approved systems of organization. Conceding to the arrangement and the working of those plans the designation "organization," I can name only 7 schools in which, even in this resticted sense, the organization was good. In 10 schools it was tolerably fair, whilst in 18 others it was decidedly bad. It would be simply a tedious enumeration if I were to specify in detail all the defects which I witnessed in the organization—a mere recital of the want of everything that gives character and tone to a well-worked school in Great Britain or Ireland. There are, however, a few points which I cannot possibly forbear to mention. The first is the almost universal neglect of what are called "home lessons"—*i.e.*, the children are not enjoined, upon leaving school at the close of the day, to come prepared on the following day with a specific amount of business in the different subjects of instruction. Some of the masters were amazed when I interrogated them upon this matter; some had never heard of such a practice as that which imposes upon children a perusal of their lesson-books at home; others professed a slight observance of the practice, without, however, being able to adduce any evidence that even such slight observance was systematic. Not a single teacher in the colony furnished me with a journal of his proceedings, or with any evidence that the business of his school is a development or sequence of lessons already learned, or of work already performed. The conclusion I have arrived at is, that the teaching from day to

Home lessons

Time-tables

day is conducted on a mere haphazard principle. There were "time-tables" in most of the schools. I cannot, however, speak as to the observance of those time-tables, there being no local managers to pay the schools occasional visits, and testify to the fact. One of the inconveniences of the present system of exclusively official management is, that there can be no practical supervision of the teachers, as to their attendance, or their dutifulness, or their pursuance of a well defined routine; because the watchfulness of the Inspector, who is separated from some of the schools by intervening forests and roadless tracks, is in these respects a mere delusion. When he visits the schools, he simply examines them. He has seldom time to sit out the routine of a day. A local manager could do so without incurring any serious tax upon his leisure or convenience. In my report on the Icacos school will be found the record of a charge of irregularity of attendance, preferred against the teacher by a parent of three of the pupils. This was a case requiring the intervention of a local manager, to watch from week to week the procedure of the school.

Monitors

50. The carrying on of a large primary school without the assistance of monitors might be likened to the handling of a regiment without non-commissioned officers; yet there is no such thing as a paid monitor in any of the ward schools. Lord Harris evidently kept before his mind the importance of monitorial training. In the 15th rule for the government of the ward schools, the following is laid down—

> "From the pupils attending the school may be selected, on the recommendation of the master, by the Inspector of schools, with reference to their intellectual acquirements and general good conduct, monitors in proportion to the number of pupils, and the requirements of the school. Such monitors shall be paid, from the funds of the ward, such salaries as shall be fixed by the Board of Education."

The languor that appears to have possessed the Board of Education is in no instance so remarkable as in this. Whilst everybody is complaining of the difficulty of obtaining recruits of a suitable character for the teaching staff, and murmuring over the misfortune of having to take into the teaching profession people who had already become wearied or dissatisfied with other occupations, it certainly is strangest of the strange to find the whole community burying in oblivion the fact that there exists such a seed-plot of the system as that contained in the rule which I have just quoted. Teachers were inert; the public were indifferent; the Board of Education was unmoved; no one saw that the abandonment of the 15th rule was like a withering blast, destructive of the health and fructification of the system.

Bad school-mastership

51. I saw little or no attempt on the part of the teachers to supply tablet rails; to improvise "instruction galleries;" to keep up an adequate supply of requisites; to suppress noise; to discountenance prompting and guessing; to find constant employment, during the school-hours, for themselves and their pupils; to improve the occasion by making the recreation a lesson for the cultivation of morals and manners; to evince design in their instruction; to make an effective classification of the puplis; to teach arithmentic intellectually, or writing skilfully, or geography attractively, or any subject judiciously. The old maxim "*repitito est mater studiorum*" is all but quite disregarded. In fact, there is little or nothing to repeat. Children a year or two in a particular book, as in the case of some of the pupils at the Indian Walk and other schools, might be found perusing a lesson in the beginning of the book, not because it was a repetition, but simply because in nine cases out of ten the determination of the lesson was a mere haphazard performance of the teacher.

Supply of books and requisites

52. The supply of books and requisites in the public schools is rarely adequate. In some cases there was a deficiency of books; in others, of slates; in others, of copy-books; and, pretty generally, of pens and ink also. In the Canaan Village Ward School, for 29 pupils present there were only four pens; in the Iere Village Ward School, for 49 pupils present there were only four pens; in the Mission Ward School, for an attendance of 100 pupils there were only four pens; in the Indian Walk Ward School, which I visited on the 18th of February, there was not a single copy-book for the use of the pupils,—not even an old one which had been written upon. In this latter case the master appeared to be completely unconcerned, even when he frankly admitted that since the previous November there had been no supply of copy-books in the school. At San Juan Ward School, where I examined sixty-six pupils, there was not a single copy-book. The masters almost invariably affected an air of irresponsibility. They had sent in their requisitions to the wardens; the wardens had not heeded the requisitions; and so the responsibility of the masters was at an end. It appears

never to have occurred to them to anticipate the action of the wardens by investing a few shillings of their ample salaries—as to the payment of which I never heard of the occurrence of any irregularity—in the purchase of a small supply of pens, copy-books, or other essential requisites. The teacher of the Indian Walk School—at the time an unmarried man, and in the enjoyment of £80 a year—might well, indeed, have spared a few shillings to provide a small stock of writing paper for his pupils. Rather than do this, he, from day to day, and for months in succession, left his pupils without the common necessary of a copy-book. Indifference could hardly go farther. An arrangement recently adopted by the Board of Education may possibly stimulate the teachers to keep their schools adequately supplied with books and other requisites. The Board has appointed Messrs. Tench and Co., of Port-of-Spain agents for the importation and sale of books authorized to be used in the Government schools. The masters can obtain supplies from the agents at fifteen per cent above the invoice price, and are at liberty to sell them to the pupils at an additional ten per cent upon the invoice price. This additional 10 per cent will be a profit to the masters. A plan somewhat similar to this is in operation in Ireland. The books which, for the present, the agents are authorized to supply on these terms are—the new editions of the Irish National School Reading Books; Currie's Rudimentary Grammar; and, for the use of the model schools, numbers 5 and 6 of Chambers's Narrative Series of Reading Books.

Unsuitability of school-books

53. The books which I found in use were chiefly the publications of the Irish National Board. For elegance of style; for correctiveness of information; for acquaintance with the best prose and poetical compositions of the English language; for a general course of useful and interesting knowledge; for the high, manly, and moral tone of the selections; and for the didactic skill exhibited in the arrangement of the lessons, no set of primary school-books ever previously published in the English language could surpass, or even equal them. But notwithstanding their recognised excellence and reputation, I should desire to see them superseded by a set of books whose lessons would be racy of the colony—descriptive of its history, of its resources, of its trade, or its natural phenomena, of its trees, plants, flowers, fruits, birds, fishes, &c. The pitch lake and the mud volcanoes, for instance, would supply materials for an attractive series of lessons. So would the growth, manufacture, value and uses of sugar. And so, again, would the cacao, the bois immortelle, the cocoa-nut, the coffee plant, the cotton plant, the cannon-ball tree, the mora, the pine-apple, the mango, the star-apple, the sapadilla, the orange, the shaddock, the cashew, the guava, the plantain, the different varieties of palms &c.—objects all familiar to the Creole. Interspersed amongst a number of such chapters there might be selections from the prose and poetical extracts in the Irish National school books—local matter forming, say, one-half, and general literature the other half, of each volume of the new series. The books would then possess the same general characteristics as the revised editions of the Irish series. As the Irish element preponderates in the Irish books, so the Trinidad element ought to preponderate in the Trinidad books, which would then be as popular with the Trinidadians as the Irish books are with the people of Ireland. Lord Harris evidently contemplated such a series of books, for in his original instructions to the Board of Education he said—"Still it is my opinion that, on some subjects, books might be written especially adapted to the children of this island." No attempt, I regret to say, has hitherto been made to carry out Lord Harris's views. So far as I have been able to ascertain, the only publication of a local character that has emanated from the Board, or from any of its staff, is a little volume descriptive of the geography of the island, by Mr. Fortune, master of the Eastern Market Borough school.

School accounts

54. Where public money is expended, the public have an indefeasible right to an efficient check and audit of the accounts. In school affairs there are various tests for establishing the regularity and propriety of a disbursement. The most elementary test has reference to the school accounts, especially to a correct record of attendance. Accordingly, the public economist, to a certain extent, regards the school accounts as a check upon expenditure. But the educationist has other problems to solve. He looks to those accounts for the necessary data in many important solutions. The ages at which children enter and leave the school; the time occupied by them in advancing from class to class; the quality of the school attendance; the avocations of the parents; and other conditions of an analogous character; these are the materials which he hopes to find in well-kept school registers and reports. I accordingly felt it my duty to look minutely into the school accounts. I was much dis-

appointed to find that in many cases they were kept very unsatisfactorily, when not altogether neglected:—

(a) The teacher of the Maraval school, for instance, was so negligent in this respect that a return which, on the 10th of February, I requested him to make out respecting the attendance—a return that could easily have been prepared in a day or two—had not been completed when I visited his school on the 23rd of March.

(b) The registers of the St. Madeleine, Canaan Village, and Cedros schools were very imperfectly kept—the pupils' ages and religions being unrecorded in many cases.

(c) In the Savanetta school, the register had been kept, since April, 1867, on a loose leaf of paper, liable at any moment to be mislaid or lost; and in the Oropouche school the register was kept in a temporary book, but very imperfectly.

(d) In the latter school the roll was not forthcoming—the master having lent a friend the box in which it was deposited: a circumstance which seriously embarrassed me in the checking of the attendance returns.

(e) In the Mission School, Savanna Grande, no roll of the pupils had been kept from the 1st of January to the 16th of February; at Caura, no entry of the attendance had been made in a report-book from December to March; and at St. Joseph's, no entry of attendance had been recorded from December to February.

The schools in which I discovered these irregularities form about 28 per cent of all the Government schools; but there were 8 other schools with the reliability of the accounts in which I was not altogether satisfied. Doubt or discredit thus attaches to a full moiety of the State schools of the colony.

As an illustration of the difficulty of obtaining accurate statistical information, owing to the looseness with which the teachers keep their registers and roll-books, I may mention that Mr. Darling, who, as Commissioner of Inquiry, visited eighteen schools last year, differs as to the statistics in no fewer than ten cases from Mr. Farfan, who, as Commissioner also, visited the same schools. The discrepancies between these gentlemen's returns are trifling, but they show either that the teachers were careless in furnishing the information, or that the books from which the returns had been extracted were kept in an unsatisfactory and unintelligible manner. The following are the discrepancies.
The number on the rolls at the close of 1867 were:—

	According to Mr. Farfan.		*According to Mr. Darling.*	
	Protestants.	Catholics.	Protestants.	Catholics.
Tacarigua, . . .	51	25	52	27
St. Madeleine, . .	50	35	52	35
Victoria Village, .	86	9	85	9
Canaan Village, .	15	36	18	33
Oropouche, . . .	8	54	12	50
Cedros,.	16	49	14	51
Pointe-a-Pierre . .	12	24	14	22
Savanetta, . . .	23	15	25	15
Chaguanas, . . .	28	27	25	30
St. Ann's (Laventille)	0	19	No record kept of the religious denominations	

Grave apprehension may, therefore, be entertained about the value of the statistics extractive from the school records. In twelve of the thirty Ward schools the average attendance last year was under thirty, a circumstance which presents a strong temptation to the masters to tamper with the accounts. At least one, to my own knowledge, was suspected, by the Inspector and the Board, of unfaithfulness on this score.

Here, again, the want of local management is sorely felt. There is no person on the spot to visit the school occasionally and check the attendance with the entry in the books—

no one to certify as to the accuracy of the statistical returns furnished periodically by the teacher to the Inspector of schools. In fact, it would be impossible to exaggerate the evils that crop up at every point of inquiry—all consequent upon the want of efficient local management.

The masters, as a rule, do not enter the attendance until after the dismissal of the pupils in the evening. This is a remarkable oversight in the administration of the system. It shuts out the simplest form of check, namely, a comparison of the number actually present with the number recorded in the Report Book as present. I felt this drawback in many cases. For instance, in the Caura school the master submitted the names of fifty pupils on the roll. I found only sixteen present. Three days previously to my visit the Inspector had been in the school, and found only eleven present. From December to March, as I have already mentioned, the master had made no entry of the attendance in his Report Book. The means of checking the accounts, therefore, however suspicious-looking the case may have been, were not at my command.

Nominal return, showing attendance, &c.

55. My first anxiety was to obtain an accurate idea of the quality of pupils' attendance at the several schools supported by the Government. The average attendance for 1868, I was informed, was 1,672. But where the extremes which enter into the calculation differ considerably, averages are an unmistakable source of delusion. The average 1,672 indicates nothing as to the quality of the attendance, because some of the pupils considered in the calculation may have made only a few attendances in the year, whilst others may have made 150 or more. Nor does the number 1,672, as representing the average attendance, establish or even suggest the total number of pupils concerned in the production of such an average. I could not ascertain from any available statistical document the number of children who had made, say, 180 attendances in the year, or 150, or 100, or indeed any number of attendances in particular. I knew that, if obtainable, such a return could alone afford a sterling and reliable exposition of the quality of the attendance. I accordingly issued instructions to the teachers to furnish me with the name of every child who had attended school during the year 1868, with the number of attendances made by each. I requested the teachers to have this return ready on the occasion of my visit to their respective schools, in order that I might have an opportunity of testing its correctness. I took great pains to secure scrupulous accuracy and I believe that the statistics I received are substantially correct. The names of 3,692 pupils were furnished to me as composing the attendance at the Ward schools, the Borough schools and the Model schools, during the year 1868. I append to this report a tabular abstract of these returns for each of the schools. The following is a general abstract for all the schools:—

GENERAL ABSTRACT

Number of Attendances	Actual Number of Pupils who had made the different Degrees of Attendance	Percentage of Pupils who had made the different Degrees of Attendance
180 days or more,	4	0.1
160 „	70	1.88
140 „	245	6.62
120 „	569	15.39
100 „	979	26.49
90 „	1,196	32.36
80 „	1,319	37.85
70 „	1,617	43.75
60 „	1,861	50.35
50 „	2,108	57.04
40 „	2,389	64.65
30 „	2,711	73.37
20 „	3,110	84.17
Less than 20 days,	582	15.76

Number of school days in a year.

It would be scarcely possible to contemplate a more disheartening return of attendance than the preceding. It speaks for itself. Barely more than a fourth of the pupils attend for not less than 100 days in the year; and only a shade more than one-half attend for not less than 50 days in the year. The usual excuses for non-attendance and irregularity are pleaded—such as the greedy disposition of parents, especially of the agricultural class, to realize gain from the labour of their children; the exactions of the planting and harvesting seasons; the distance of the schools from the residences of some of the pupils; &c.

It is to be borne in mind that the Ward schools are open on only 4 days of the week for 45½ weeks, or on 182 days annually—say half the number of days in the year; and that the model schools are open on 4 days of the week for only 42 weeks, or on 168 days annually. A shorter season of labour has rarely been imposed upon primary teachers; a lighter measure of schooling has seldom been allotted to pupils. The school hours are nominally from 9 to 12, and from 12, and from 1 to 4 o'clock; but the children rarely assemble for an hour after the appointed time. I found school-rooms quite empty at 9 o'clock in the morning, and the masters appeared amazed that the circumstance should be noticed. The want of punctuality in the attendance, and indeed all other defects, the teachers dispose of like fatalists. "These are the facts; they can't be helped." They speak of difficulties as they would of nightmares—as if there were no resisting them. Whilst making every allowance for their *quasi*-fatalism, their consequent inertness, and the usual disturbing elements which affect attendance, I am firmly convinced that one or all of these causes would avail but little, if there existed any recognised local influence to operate upon the teachers in inspiring them with a genuine sense of their duty, and upon the parents and children in stimulating them to entertain an earnest desire for education. In this, as in many other phases of the working of a public school system, it is simply irrational to hope for the slightest success without the co-operation of local managers.

Ages of pupils.

56. The ages of the pupils range from mere infancy to 16, 17 and even 18 years. In some schools the attendance is confined to very young pupils. In other schools, the average age is remarkably high. The variety is curious. It would be easy, if it were necessary, to account for it. In Arouca school the average age is only 7½ years; in the Borough (Eastern Market), Maraval, Chaguanas, and Icacos schools the average age is only 8 years; in St. Joseph (Naparima) school the average age is only 8½ years; in the girls' model school the average is only 8¾ years. The average age is 9 years in five other schools, 10 years in 8 schools, $10\frac{2}{5}$ years in one school, and 11 years in 7 schools. In Savanetta school the average age is 12 years; in the Borough (Town Hall) school, 13½ years; and in St. Madeleine 14 years. The objectionable feature which, in connexion with the ages of the pupils, presented itself most frequently to my attention was the mixture, in the same school and under the instruction of a master, of girls fully grown and boys on the verge of manhood. Those fully grown girls were rarely in the upper classes. They were almost invariably in the lower sections of the schools. Their minds, habits, and characters being therefore quite unformed, their case, in a moral point of view, was all the more serious and dangerous.

School Fees.

The principle of the Ward schools, as I have already mentioned, is that education shall be gratuitous. Lord Harris deliberately determined that it should be so. He said:—

> "There are only two objections to this plan which I am aware of: one is, that it is inexpedient to give education, as it were, for nothing, and that it is better to require some payment. I have never seen the force of this argument. We know that children are, generally, not particularly desirous of going to school, and that the parents are frequently not as anxious as they ought to be to send them. How paying any money will induce a more favourable disposition in either the one or the other, I am at a loss to conceive."

But in the model school, which purported to have been established on such principles, organized on such plans, regulated by such a course of discipline, and conducted on such a method of instruction, as to be a model or pattern for teachers to copy or imitate, a different arrangement was adopted, and the pupils were required to pay school-fees. At the San Fernando Borough School, also, fees are charged. This question of school-fees is one of controversy. Respectable authorities favour each of the conflicting views. I myself am strongly in favour of charging a moderate fee. The discussion of the question would be tedious, and perhaps out of place here. But I may briefly observe, from my knowledge of

thousands of Irish schools, that a map showing, by the depth of tint, the relative efficiency—from "superior" to "worthless"—of the schools of Ireland would be found almost identical with another map showing, by a similar tinting, the relative amounts—from "much" to "nothing"—paid in fees by the pupils.

Number of pupils examined in Government schools

57. I have already mentioned that, in the whole of the year 1868, the number of individuals who had made an appearance, as pupils, at the Model, Borough, and Ward schools was 3,692; whilst the average attendance was only 1,672. The aggregate number of pupils I found in actual attendance was 1,780; whilst the aggregate number on the rolls, on the occasions of my visits, was 2,930. There were, accordingly, 762 fewer on the rolls at the particular times of my visits than there had been distinct pupils in the schools in the year 1868. But I found in attendance, and examined, 108 more than the number that constituted the average attendance of last year. Of the 1,780 pupils whom I examined, 1,129 were boys, and 651 were girls.

Classification of pupils

58. The classification of the pupils in respect to proficiency usually comprised five degrees or standards, represented by the five reading books of the Irish National Board. Between the second and third classes there was, in some cases, an intermediate one called the Sequel—also named after one of the Irish school books, formerly in circulation. In the summaries of the classification I have included "Sequel" in the third class.

42	per cent of the pupils were in		First Book.
25.9	,,	,,	Second Book.
13.9	,,	,,	Third Book.
8.7	,,	,,	Fourth Book.
9.5	,,	,,	Fifth Book.

The foregoing classification is that which I actually found in operation in the schools. No representation, however, could be more fallacious. Very few of those returned to me as in "third class" were fit for it; still fewer of the fourth class were qualified for so high a standard; whilst, except in the case of a few of the pupils in the model schools, none of those returned for the fifth class were in any respect equal to its requirements.

Examination of pupils

59. I took the greatest possible pains to examine every child in every subject in which it was said to be receiving instruction. Wherever practicable, I conducted the examination in writing, and took the answers home for revision.

System of marks

I determined the value of the answering by a system of marks, entirely satisfactory answering in any subject being represented by the number 10. For the different degrees of satisfactoriness or otherwise I graduated the marks downwards from 10 to 0. Of course, when determining the mark, I took the age and class of the child into account. A grown boy in the head class, for instance, might in reading obtain, say, only 5; whereas, if the same fluency and expression were displayed by a younger boy in a junior class, the mark might be 9 or 10. The mark, in short, was always a representation of the individual child's answering relatively to the proficiency which might reasonably be expected.

The children, generally speaking, had not been accustomed to examination—at all events, to so minute and searching an examination as I subjected them to. Shyness or hesitation was not often evinced; but whenever it was, I took it into account, and allowed for it in determining the mark.

Reading

60. The average mark obtained in reading was only 3.6. Satisfactory reading, as I have already stated, being represented by 10, 3.6 shows that the reading was decidedly bad. It was best at the girls' model school, where the mark was 5.8; and worst at Savanetta and Guapo, where, in each case, it was only 2. There is no compensating element in the style of the reading. The articulation of the words is indistinct; there is no attempt at expression; there is no appreciation of the meaning of what is read; and there is little or no readiness evinced in the pronunciation at sight of even tolerably common words. The worst specimen of bad teaching I ever witnessed was a reading lesson in a Ward school.

Polyglot character of people

The polyglot character of the people is at present nearly as remarkable as when Lord Harris founded the education system. The sermons in the Roman Catholic Cathedral of Port-of-Spain are nearly always delivered in French, and most of the sermons in the other Catholic churches throughout the island are preached in either French or Spanish. The

Catholic children almost universally learn their prayers and their catechism in French or Spanish. There are 19 sworn interpreters of French, 9 of Spanish, 1 of German, and 1 of Hindoostanee, all officially recognised by the Government, for the purposes of law and commerce. The Coolie element in the population has increased to nearly 20,000. In point of fact, the place is quite a Babel. The operation of the Ward schools has, no doubt, extended the use of English to districts where English had been previously unknown. But this diffusion of the English language has been accomplished by the most irrational process that could possibly be conceived. French and Spanish speaking children have been set to learn English alphabets, English spelling, and English reading, without the slightest reference whatever, in the explanation of a word or the translation of a phrase, to the only language, French or Spanish, which they could speak or understand. The master of the St. Ann's (Laventille) school, a respectable man of sixty years of age, and who for upwards of fifteen years had been connected with Ward schools, told me that he believed it was contrary to rule to translate an English word or phrase, which might be a difficulty to a child, into French, although French may be the child's language. He told me very emphatically, and with a manifest air of satisfaction, that he had never ventured upon doing anything of the kind. Indeed, this extraordinary principle, or something akin to it, must have been before the minds of the authorities when they transferred Mr. Purcell to the district of Maraval, where English is not the language of the people; although he was notoriously unacquainted with both Spanish and French. In some of the schools the reading is a mere mechanical repitition of words, suggestive of no meaning, no idea, no sense of intelligence or pleasure. After years of schooling the mind of a child under such circumstances is still a *tabula rasa.* If there were local managers, this brain-sick system of instruction could not survive long. No intelligent person could pay an occasional visit to a school and, without an effort towards its correction, witness a routine which produces only vexation and torpidity of intellect. The desire of every lover of the colony must be to see that all the inhabitants speak English. But a language cannot be infused into the human mind by the power of a battering-ram. Rational measures must be employed. And my firm conviction is that if the French and Spanish-speaking children were first taught to read their vernacular language, and then taught English through its medium, they would acquire a facile use of English with incalculable rapidity. This is no new theory. Very eminent authorities have laid it down as the best means of introdocing English into Wales, the Highlands of Scotland, and the remote parts of Ireland. At all events, the least to be attempted should be to require every teacher to know the language spoken by his pupils, and—by way of illustration and exemplification—resort to it as often as might be necessary. The padlock at present on the lips of the children of the French and Spanish-speaking districts would thus be opened, and the little creatures would no longer stand like victims to bewilderment in the presence of an examiner.

Irrational system of diffusing English

Spelling and dictation

61. I tested the spelling of the pupils in two ways; first, by an exercise in dictation; and secondly, by an oral examination. In some cases I was obliged to content myself with a resort to one way only. Those who read but little can spell but little. The frequenters of the Government schools are but sparingly practised in reading. The average mark obtained in spelling is a reflection of that obtained in reading. For reading it was 3.6 for spelling it was only 3.3. I generally asked the pupils to spell some of the common words of the lessons, or the names of the days of the week; or to write out such a sentence as "The sugar-cane frequently grows to a height of seven feet." If they spelled all the words correctly, the mark would be 10. As it was only 3.3, the low quality of the spelling may be readily understood. When determining the mark for dictation, I took into account the neatness of the writing, the use of capital letters, the punctuation, &c., as well as the mere spelling. The average mark was only 2.5. Worse attempts at writing from dictation I have never experienced. For spelling, the best school is the Eastern Market Borough School, the mark being 6.4; and the worst school is Oropouche, the mark being only 0.8. For Caura the mark is very little better—only 1. The Girls' Model and the Eastern Borough School are the highest in writing from dictation—the mark in each instance being 5.4. At Maraval, Maracas, Caura, and Guapo, there were no pupils able to write from dictation. At Indian Walk some pupils tried an exercise upon slates, but utterly failed. The masters almost universally neglect to teach writing from dictation. To vast numbers of the pupils whom I examined, the exercise was a complete novelty. To most of the teachers it was a surprise.

62. Writing—a branch which taxes the intellect so sparingly, and which requires from a teacher only a patient superintendence—ought, one would expect, to be efficiently taught in the Government schools. But it is not. There is no superintendence, patient or otherwise, exercised by the teachers over their pupils at the writing time. As a general rule the pupils are simply left to themselves, to write well or ill, as chance may determine. It would be incorrect to speak of the occurrence of a writing *lesson;* for such a lesson is hardly ever given. Writing, in short, is simply a *practice* of the pupils. The teachers take no part in it, except to assist in the distribution and collection of the copies. The cases were altogether exceptional and exceedingly limited in which I saw any evidence in the copy-books that faults in the formation of letters or in the spelling of words had been corrected. I have already referred to those cases in which, for want of copy-books or pens, writing on the part of the pupils was either suspended or only partially practised. The average mark obtained for writing was only 3.6. The best writing was that of the pupils in the Girls' Model School. Their mark was 5.2. At Guapo the mark obtained was only 1. At Maracas there were no pupils able to write upon paper; at Indian Walk there was no paper for the pupils to write upon. Writing

63. The average mark obtained in arithmetic was only 1.6. This is the most extraordinary and disappointing result of all. In school after school I found the answering in this important subject uniformly bad. My examination was of a most elementary character. It consisted generally of an easy exercise in notation, in each of the simple rules, and in proportion. I caused the exercises to be done on sheets of paper, which I took away with me for revision. In the thirty Ward schools I did not find half a dozen children capable of working such a simple sum as the following:—"A quarree contains 3⅛ English acres; what is the rent of 5 quarrees at £1 6*s.* 6*d.* the English acre?" Anything so awkward, so destitute of intellectual resource, and so wanting in the power of dealing with numbers, as characterised the performances of the pupils who tried to do this little sum, I never witnessed .... At first I was perplexed whether to attribute the defects to the instruction of the teachers or to the quality of the pupils' intellects; but I soon found that the masters pursued a system of purely mechanical teaching which could not possibly yield satisfactory results, and that the pupils were, afflicted with a positive inaptitude for arithmetical reasoning. It is not improbable that this inaptitude is only a consequence of rustiness of intellect, produced by neglect and unskilful instruction. Curiously enough, the best answering in arithmetic was made by the pupils in the girls' model school. The number of pupils who performed the sum in proportion was greater in this school than in all the other schools of the island taken collectively. The mark obtained was 5.4. Absolutely, this mark indicates a result only a shade better than "middling," but, relatively, it places the girls' model school, in respect to arithmetical proficiency, in a very high position. In five schools the pupils exhibited no knowledge whatever of arithmetic. These schools are—Maraval, Maracas, Couva, Indian Walk and Guapo. Next to these the worst school was that at Arima, whose pupils obtained only 0.3. The mark was 0.6 in Santa Cruz; 0.7 in the Borough (Town Hall), Victoria Village, and Oropouche; and 0.8 in Chaguanas. From this low proficiency in a subject which is universally regarded as an essential branch of education, and which is the most practical, the most useful, the most disciplinal, and the most popular of all the elementary school lessons, I came to the conclusion that the operation of the Ward schools was certainly not promoting the learning or stimulating the intelligence of the people of Trinidad. Arithmetic

64. On arriving in Trinidad, I was told by many influential persons that the masters of the Ward schools were immensely bent upon the cultivation of grammar, geography, chronology, and other showy subjects—to the neglect of reading, writing, and arithmetic.

Of course I resolved to test this. Accordingly in all the schools, I examined in grammar and geography, unless the master declared that instruction in these branches was not imparted. I found, however, that—except in one case, when political economy was *said* to be taught—the school curriculum did not comprehend chronology, geology, or any other high-sounding subject. In the exceptional case just referred to—that of San Juan—I found the pupils' ignorance of political economy so great that even the simple constituents of an article of value were utterly unknown. In 21 of the 35 Government schools the children were found upon examination to be totally unacquainted with grammar, and in the remaining 14 schools the average mark obtained in this subject was only 1.3. This mark represents only Grammar

a smattering knowledge of definitions—a knowledge imparted perfunctorily, and without the slightest application to the construction or analysis of sentences. I have merely to add that very little time appears to have been spent upon grammar.

Geography

In 11 of the Government schools the proficiency in geography was *nil.* In the remaining 24 schools the proficiency is represented by 1.7. In the hands of an intelligent teacher, no subject can be made more attractive than geography; but in the Trinidad schools it is so treated as to be practically repulsive. In most countries, when a class is assembled before a map, an observer cannot fail to perceive the children's faces animated by emulation, cheerfulness, attention, and even playfulness. In Trinidad, on the contrary, map-teaching inspires gloom, and mystery, and uncomfortableness. The best answering was made at the Borough (Eastern Market) School, the master of which possesses the good sense to make the geography of Trinidad a subject of investigation to himself, and of instruction to his pupils. In only one other school did I find the pupils in the slightest degree acquainted with the general outlines of the geography of the island.

Industrial instruction

65. In the government schools, only 651 of the 1,786 pupils whom I examined were girls. Various causes combine to produce this great inequality. To one of these I now have occasion to refer—the entire absence of industrial instruction. In the Ward schools there is only one solitary case in which the girls are exercised in the use of the needle. The exceptional case is that of Diego Martin, where the wife of the schoolmaster was in the habit of giving a little needlework to a few of the girls. In the Girls' Model School only may it be said that, practically any attempt is made at systematic instruction in needlework. Operating upon a singularly constituted community, whose wants are the result of an imperfect civilization, and whose defects are the incidents of a predominant indolence, the system of education in Trinidad ought to be, in a conspicuous degree, one of an industrial character. In his message of February, 1847, Lord Harris said "that it was intended that all the schools should combine industrial with intellectual instruction." Subsequently, in his address to the newly-constituted Board of Education, his lordship said:—

> "I would strongly recommend that every means should be employed to afford information on those subjects which are generally useful to the labouring classes; by an ignorance of which they are very frequently deprived of taking advantage of circumstances which offer for improving their condition in life. Those subjects are connected with habits of industry, and with industrial employment."

But the Ward schools were organized on a principle which excluded females from any participation in the instruction of the children. The Board of Education seems to have overlooked this, as well as many other parts of the scheme which they were appointed to administer. There were no local authorities—no local influences to move the Board. No one appears to have ever reminded it of Lord Harris's code of instructions. People were amazed, and almost incredulous, when, at the close of my investigations, I mentioned how it was originally intended that an industrial education was to form an essential part of the instruction in the schools; and how, notwithstanding this wise provision, the girls had never been taught even to cut out or stitch their own garments. I am convinced that, in the wide world, there could not be found a system of public education in which industrial instruction has been so entirely neglected. For the instruction of the girls, schoolmistresses should be appointed who are competent to teach needlework and other industrial pursuits.

Attached to every boys' school, it would be easy to have a little workshop and a garden. In the workshop the boys could be taught how to handle tools, and do sundry jobs in the way of repairs, &c.; and in the garden they could be taught how to cultivate vegetables, &c. But, above all, they should be taught, from their earliest days, to take kindly to labour, to persevere in it, to be proud of it. Once for all, it must be laid down that education, in its thoroughly practical sense, is to take the place of mere book instruction. To use the words of one well acquainted with the Colony, the population must obtain "some notion of the value of time and money; some faint ideas of comfort and decency; some glimmering perception that work is not dishonourable, and that truth and morality are not badges of degradation."

But without local management nothing of this kind can be effectively done. For reform in every branch of education, I have to turn to this agency.

66. In connexion with the subject of industrial training, I am reminded that His Excellency, Governor Gordon, drew my attention to the subject of reformatory education. Laziness is the chronic disorder of the lower classes in Trinidad. To nip such a disorder in the bud, to intercept vagabond and pilfering youths in their descent to crime and wretchedness, and to reform those who have already fallen into criminal ways, are objects which now claim the solicitude of philanthropists and statesmen all over the world. The correction of criminal children by other means than mere imprisonment is the object of the English Reformatory Act of 1854, and of the Industrial Schools Act, passed a few years later. The criminal youth are placed in a reformatory; the vagrant youth and the orphans, in an industrial school. In their application to Trinidad, these Acts would probably require modification. At Monaghan, in Ireland, there are, in the same establishment, both a reformatory and an industrial school. The two classes of inmates, however, never mix. This plan might answer best for Trinidad. In the reformation of criminal youth, religion must be made to play the leading part. The reformatory school must be a home. There must be identity of religious belief in it. The general principle of the system which I am about to propose, that the public schools shall be open to all comers, irrespectively of the consideration of creed, does not, therefore, apply to the reformatory schools. The organization of such schools must be carried out *exceptionally*. There might be two schools in the colony—one for Catholics, the other for Protestants—and each comprehending both the reformatory and the industrial element. The experiment might at first be tried with schools for boys only; and institutions for girls could afterwards be established.

Reformatory and Industrial schools

67. With a view of encouraging the industrial classes to pursue their education after engaging in trades or other occupations, and to associate hard work with mental cultivation, I would suggest the opening of night schools, at which reading, writing, and arithmetic should be taught. I would make it a condition that no one should be admitted to a night school who, during the day, had not been actually engaged in manual labour or some other employment. The night-school experiment might, perhaps, be deferred for a year or two, pending the re-organization of an efficient staff of teachers for the public schools generally.

Night schools

68. I must crave your lordship's indulgence to revert for a moment to that very remarkable peculiarity of the Government system of education—the non-attendance of girls at the schools. It is a most serious affair. If I were forced to make a choice, I certainly, in the public interest, should prefer that the non-educated class were the males rather than the females. Out of every 100 pupils in the Government schools, only thirty-seven are girls. In the non-endowed schools under Catholic management I found 217 boys and 214 girls. In the non-endowed schools under Protestant management I found 271 boys and 265 girls. In the Government schools the pupils are admitted free; in the non-endowed schools they usually pay a small fee. Yet the non-endowed schools are better attended by girls than the Government schools. In the latter there are no female teachers, except in the Girls' Model School and the San Fernando Borough School. But nine of the thirteen non-endowed Roman Catholic schools, and eleven of the twenty-two non-endowed Protestant schools, are under female teachers. Parents, of course, prefer to send their daughters to schools conducted by females, and in which needlework is taught.

Female teachers

To some of the masters exception is taken on grounds of alleged immorality, and girls are kept away from the schools of such masters. In one case the Catholic priest issued a positive interdict against the attendance of girls.

Alleged immorality of masters

But without local managers there can be no regular organization of female teachers. In remote or lonely parts of the island, the countenance and support of some person of local authority—a clergyman, or a layman of influence—are absolutely indispensable to the independence and respectability of a female teacher. Hence the ward-school system, which repudiates local management, cannot command the services of schoolmistresses.

Local management necessary

69. In a few schools vocal music is practised. In the Girls' Model School, at Port-of-Spain, the singing is very fair. In every other school it is a miserable performance. The theory of music is not taught; nor is there any recognised system for the teaching of singing.

Singing

70. Drawing is altogether neglected—even as an elementary means of teaching writing.

Drawing

71. There are no extra branches—such as geometry, mensuration, algebra, or even book-keeping—taught in the ward schools.

Other extra branches

Reports on Ward schools

72. In the Appendix, as I have already said, I give a separate account of each of the ward schools. The current of this report would be interfered with were I to insert these accounts here; but I beg your lordship's attention to them as elucidating the working of the schools, and as affording the data upon which my general conclusions are based.

73. I now proceed to describe, as briefly as possible, the model schools in Port-of-Spain. I begin with the

WOODBROOK MODEL SCHOOL FOR BOYS, PORT-OF-SPAIN.

1. House rented at £100 a year; consists of three principal rooms; quite unsuitable to its purposes as a model; through the grounds there is an open thoroughfare leading from the high road to an adjoining sugar estate; position very objectionable; out-offices in a shocking state when I first visited; much improved and quite clean on the occasion of my second visit.

2. Furniture ample, but badly arranged.

3. Superintendent, Louis Bernard Tronchin; age, 39; Roman Catholic; married; trained; salary, £250 a year, and an allowance of £50 a year for house rent; he has seven assistants who, however, are regarded as students in training. For their names, salaries, &c., see Report on Normal School.

Mr. Tronchin is a respectable, intelligent, and, I am convinced, industrious teacher. In matters connected with school accounts or statistics, I have never met with a readier or more intelligent person. He is candid and unaffected; and, in the ranks of the primary teachers of the colony, he legitimately occupies a foremost position. But I have to add that this is only a *relative* estimate. Were I to compare him with model-school masters at home, I could not assign him an equally exalted place.

The seven assistants are a very heterogeneous staff. Some of them are positively unfit for their duties. None of them are even moderately well qualified.

4. No recognised system of organization is pursued; home lessons are not prescribed for second, or sequel, or third class, or even for the whole of the fourth class.

5. In the year 1868, there were on the rolls 150 pupils, of whom 41 had each given not less than 100 attendances; 51 had each given from 50 to 100 attendances; and 58 had each given under 50 attendances. The average attendance was 100.

6. The school accounts are regularly kept.

7. Average age of pupils, 11 years.

8. When I examined the school there were 136 on the rolls. On the first day of my examination the children were specially called together to meet me. I had appointed the day in ignorance of the fact that the Easter holidays commence earlier in the model school than in the ward schools. There were 85 present—an attendence less, by 15, than the attendance on the last day on which school was held before the holidays. Had I examined on that previous day, I should have met with 5 more pupils in the fifth class, 3 more in the fourth, 4 more in the third, 2 more in the second, and 1 more in the first. As it was, my examination had reference to—

12 in the first (lowest) class; 20 in the second class; 17 in the sequel class; 11 in the third class; 11 in the fourth class; and 14 in the fifth class. Total, 85.

I had, therefore, a sufficiently large number in each class to enable me to gauge, fully and accurately, the results of the instruction. Satisfactory answering being represented by the number 10, the results were: reading, 4.8; spelling, 2.8; dictation, 1.8; writing, 4; arithmetic, 1.2 (there were only 2 pupils who accurately worked the following sum in Simple Proportion:—"What will 7 tons 3 cwt. 1 qr. and 19 lbs. cost, if 3 qrs. and 21 lbs. cost 18*s.* 4*d.*?"); grammar, 1.2 geography, 0.8. I need hardly observe that this statement exhibits a very unsatisfactory degree of proficiency. One of the books in use in the fifth class is "Crossly's Comprehensive Class Book." The Inspector informed me that the discontinuance of the use of this book had been recommended by him to the Board of Education about four months previously. No action, however, had been taken on his representations.

9. Of the 85 present, 49 were Roman Catholics, 33 were members of the Church of England, and 3 were members of other religious denominations. The master informed me that on Wednesdays the children attend their respective clergy for religious instruction.

According to one of the printed rules of the school, the superintendent is required to supply to each pupil a "form" which is to be signed quarterly by the pastor of the pupil, certifying as to his attendance at religious instruction. In this it is laid down that if the pupil fails to attend, or is irregular in his attendance at, the religious instruction, the superintendent is to report the fact to the Inspector, who, in turn, is to bring it under the notice of the Governor. This rule was intended to be the means of securing religious instruction for the pupils. Not only, however, is the rule not acted upon, but Mr. Tronchin, the superintendent, has never even seen a copy of the "form." I had, therefore, no evidence of the regularity or extent of the attendance of pupils at religious instruction.

10. Discipline very unsatisfactory. Light corporal punishment is resorted to.

11. Previously to a boy's admission to the school, a certificate is said to be required, signed by some member of the Medical Board, and showing that the boy has been vaccinated, and is free from cutaneous disease. The rule, however, is only partially observed.

Woodbrook Model School for Boys, Port-of-Spain

12. A register is kept of the pupils' qualifications upon entrance, ostensibly with a view of affording the means of estimating each boy's subsequent progress, but no practical use, so far as I was able to ascertain, has been made of this document.

13. Every pupil who is not himself a ward ratepayer, or the child of a ward ratepayer, is required to pay a monthly fee of half a dollar (2*s.* 1*d.*), but this rule is evaded in the most ingenious manner. The parent buys a piece of ground for a few shillings, pays a ward-rate of 3*d.* or 4*d.* a year, and thus, on the score of being a ratepayer, claims and obtains exemption from payment of school fees. To what extent trickery of this sort is resorted to I had not the means of accurately ascertaining; but I believe that scarcely more than a sixth of the average number in attendance pay the fees. The fees go to the government, the teachers receiving no proportion of them, or having any pecuniary interest in their increase or diminution —an arrangement which I hold to be a mistake.

14. The school is open on only four days of the week—Monday, Tuesday, Thursday, and Friday—from 9 to 12, and from 1 to 4 o'clock each day; and the vacations extend to ten weeks in the year, so that the number of school days is only about 168, or less than half the number of days in the year.

15. It was originally provided that monitorships or pupil-teacherships should be a characteristic of the school. The monitorships were to have been the reward of good conduct, distinguished proficiency, and communicative ability. No more salutary or appropriate provision could have been devised; but nothing of the kind is attempted. "Model" and "Normal," though the establishment is in name, it is yet destitute of the elementary feature of having a paid monitor.

16. In short, this school is far from being a model as to organization, or method, or discipline, or order, or intellectual activity, or results.

17. The amount expended on the school 1868 was 2,872 dollars 30 cents, or an average of 70 dollars 5 cents for each pupil who had given not less than 100 attendances.

GIRLS' MODEL SCHOOL, PORT-OF-SPAIN.

Girls' Model School, Port-of-Spain

1. House rented at £135 a year; there are two large school-rooms, each having a gallery; there is a play-ground in the rere; generally speaking, the premises are suitable, but the accomodation is inadequate to the attendance; there was such a throng on the day of my visit that the atmosphere was quite overpowering.

2. The furniture was ample.

3. The superintendent is Mrs. Susan Alcock; Church of England; trained in Westminster (London) Training School; age 40; salary £250 a year, and free residence; industrious, anxious, skilful, a really superior teacher.

The principal assistant is Mr. Samuel Alcock (husband of the superintendent); Church of England; age 40; trained at Battersea (London) Training College; salary £80 a year; painstaking and useful; possesses more than ordinary aptitude for teaching music.

Junior Assistants.

			£
1. Miss E. Philips;	Church of England;	age 29;	salary 40 year.
2. Miss C. Briggs;	do.	age 24;	„ 34 „
3. Miss F. Smith;	do.	age 23;	„ 30 „
4. Miss C. Stewart;	do.	age 22;	„ 25 „
5. Miss W. Lawrence;	Wesleyan;	age 17;	„ 25 „
6. Miss Rose Ferrier;	Church of England;	age 20;	„ 25 „

On the whole, the junior assistants are well qualified.

There are two monitors in the school, both Roman Catholics, and paid £5 a year each.

4. The organization of the school is very skilful and effective.

5. The school accounts are accurately kept.

6. In the year 1868 there were on the rolls 422 pupils, of whom 121 had each given not less than 100 attendances; 149 had each given from 50 to 100 attendances; and 152 had each given under 50 attendances. The average attendance was 239.

7. Average age of pupils, 8¾ years.

8. On the day of my visit there were 315 on the rolls, of whom 247 were present. It was holiday time, but the pupils were specially summoned to meet me. When I appointed the day with Mr. Guppy for the examination, I was not acquainted with the fact that the model schools were to have vacation so soon. On the last regular school-day before the holidays, there were 244 present—3 less than I found in attendance. Eighteen of the junior pupils were boys. The classification was as follows:—

45 in the first class; 32 in the second class; 65 in the third class; 34 in the fourth class; and 71 in the fifth class.

Satisfactory answering being represented by the number 10, the results were:—reading, 5.8; spelling, 5.0; dictation, 5.4; writing, 5.2; arithmetic, 5.4 (9 did a sum in simple proportion—a number which exceeds the total of other pupils of primary schools throughout the island whom I found able to do the same); grammar, 3.3; geography, 3.0; industrial instruction fairly attended to; the girls are engaged upon whatever needlework they may, from day to day, bring with them to the school. Singing very fair.

Girls' Model School Port-of-Spain

The results produced as here represented are not, of course, at all as satisfactory as might be experienced in a well-taught school in Great Britain or Ireland. Relatively, however, to those exhibited in the other public schools of the island, the results are satisfactory. This school has a pre-eminence over all the other State schools in the colony, in the marks obtained for reading, writing, arithmetic, grammar, and industrial instruction. It is *exaequo* with the Eastern Market Borough school in writing from dictation. (In the remaining branches—spelling and geography—the Eastern Market Borough school, Port-of-Spain, has obtained the highest marks.)

Mrs. Alcock's school would, I am certain, exhibit much more satisfactory results if a rigid discipline and scrupulous regard for self-reliance were cultivated in it. Prompting is the bane of the school. In indifferent schools this practice is reprehensible enough, but in a comparatively good school, like this, its universal prevalence is equally surprising and disappointing. Even the teachers themselves seemed to be insensible to the impropriety of prompting.

9. Of the 247 pupils present, 126 were Roman Catholics, 77 were members of the Church of England, and 44 were Protestants of other denominations. On the Wednesday preceding my visit, I saw 27 of the Catholic girls at the cathedral, receiving, along with about 170 girls from other schools, religious instruction from Father Greenough. I cannot say that the answering on the occasion was satisfactory. The children of the Church of England receive religious instruction on Wednesdays, at the Chacon-street school, from the Rev. Mr. Richards. The Methodists and Presbyterians, I was informed, attend their respective churches on the same day, for religious instruction. The rule as to the issue of certificates of attendance at religious instruction is not observed.

10. Of the discipline I have already spoken. The demeanour of the girls was not as subdued as might be desired.

11. The observations I have made on the boys' model school as regards admission, registration, payment of fees, and vacations, apply to this school also. About a third of the pupils pay fees. In the boys' school, as I have mentioned, the proportion is only about a sixth.

12. There are two monitors, who are the only paid monitors in the colony. Why this school is called a "model" school I am at a loss to conjecture. There are no Ward schools for girls, and no schoolmistresses are employed in the Ward schools. The managers of the non-endowed schools select teachers from other places. This school, therefore, performs no model or normal functions.

13. The amount expended on the school in 1868 was 3,429 dollars 65 cents; or an average of 28 dollars 34 cents for each pupil who had given not less than 100 attendances.

As Model schools, to cease

74. It will have been gathered from the preceding remarks that, in my opinion, these schools—regarded as "model" schools—should cease to exist. The Woodbrook School is good for very little. The girls' model school, as a common school of primary education, will, I hope, be continued; so that the colony may still enjoy the advantages of Mrs. Alcock's energy and teaching capacity.

Normal school

75. All the teachers of the Ward schools, with the exception of the Erin teacher, have been trained in the Woodbrook Normal School. The general observations which I have already made upon the results of my examination of the Ward schools will, I presume, be read and considered in their bearing upon the training school from which the teachers issued. I now come to the

NORMAL SCHOOL, WOODBROOK, PORT-OF-SPAIN.

1. In his original design of the system of education, Lord Harris provided that "there should be established a normal school in Port-of-Spain, for the purpose of educating schoolmasters and schoolmistresses."

2. With the exception of one as a model school, and another as a Port-of-Spain Borough Council school,—the latter abolished many years ago,—there have been no girls' schools established, so that the functions of the normal school have been restricted to the training of masters.

3. The Port-of-Spain normal school consists of the body of assistant teachers employed in the model school at Woodbrook. Mr. Tronchin is the superintendent of both the normal and the model school.

4. The students nominally consist of two classes—the paid and the unpaid.

5. As I have just stated, the paid students act as assistant masters in the model school; as such, they are paid salaries varying from £10 to £35 a year.

The following are the paid students at present in the normal school:—

1. A. R. Innis;	Baptist;	age,	23;	salary,	£35	a year.
2. P. C. Pierre;	Roman Catholic	,,	36;	,,	35	,,
3. F. N. Monsigne;	,,	,,	23;	,,	25	,,
4. R. Lawrence;	,,	,,	21;	,,	20	,,
5. E. J. Cox;	,,	,,	25;	,,	15	,,
6. P. S. Barry;	,,	,,	36;	,,	15	,,
7. Francis Guy;	,,	,,	18;	,,	10	,,

6. There are no unpaid students at present in the school.

7. None of the students are boarded or lodged in the establishment. Each resides in lodgings, or with relatives or friends, at his own option.

8. On Mondays, Tuesdays, Thursdays, and Fridays, the normal students are exclusively engaged as assistants in the model school. On Wednesdays only are they students proper—the superintendent being their instructor and trainer. On Saturdays they are free. According to the rules, the instruction of the students should be distributed over Wednesday and Saturday, for two hours each day. It is no improvement to make those hours continuous, and crush them all into Wednesday.

Normal school

9. Of the assistant masters, as such, I speak in my report on the model school; and I now proceed to treat of them as normal school students.

10. In the first place, they have not been judiciously selected. Not one of them had ever been a paid monitor or a pupil-teacher. Nearly all had been at some other occupation, and doubtless failed at it, or got tired of its labours, or disappointed with its rewards, before betaking themselves, as a *dernier ressort*, or as an easy way of earning a comfortable livelihood, to the profession of teaching. Mr. Innis had been an overseer on a sugar estate; Mr. Pierre, a tailor; Mr. Monsigne, an overseer on a sugar estate; Mr. Lawrence, a teacher of a private school; Mr. Cox, an overseer on a sugar estate; Mr. Barry, an overseer on a sugar estate, and for six months a teacher of a private school; and Mr. Guy, a shoemaker. Such antecedents are not peculiar to the present batch of students.

11. The preceding statement prepares your lordship for the fact that upon the entrance of the students into the Normal school, their qualifications are of the humblest character. One of the students recently admitted was unable to perform for me an easy sum in simple division; although, according to the rules, the qualifications requisite upon entrance are—to be able to read, spell, write from dictation, and work sums in the four simple rules of arithmetic. This is a very low standard, but anything higher would be above the level and capacities of persons whose antecedents have been such as I have described.

12. The students' period of service varies from two years and eight months, in the case of Mr. Innis, to one month, in the case of Mr. Guy. The consequence of this extreme variety is, that if the instruction is suitable to the intellectual level of the senior students, it is more or less incomprehensible to the juniors.

13. In the course of intruction pursued by the Superintendent there is neither sequence nor development. There is no fixed routine. Now one subject is taught, then another—all at haphazard. For instance, when I inquired whether algebra had been taught, the reply was—"We have not taken it up yet." It was the same with regard to other subjects.

14. Pedagogy, the distinguishing study of a normal school, is practically ignored. Not only is there no systematic teaching of the science of method, of school organization, of discipline, of the cultivation of the human character, or of the development of the moral sentiments, but there is no regular series of expositions given of the mere mechanical details and the common operations of schoolmastership. Even the rules of the system under which the students are to teach are not expounded. In my report on the Icacos school will be found an account of a teacher who was *twice* trained in this normal school, and who not only was unacquainted with, but positively denied the existence of, the fundamental rule of the system as to the issue of certificates of attendance at religious instruction.

15. As to the moral training of the students no high or well defined effort is made. The vices which a public teacher should be an instrument in checking, or the virtues which he should endeavour to inculcate, are not brought prominently under their consideration. Even the formation of their own individual characters is, to a great extent, neglected. Certain acts and omissions are recognised as offences, such as irregularity of attendance, disregard of cleanliness, neglect of study, violence, indecency, falsehood, and insubordination. But it is only in a *penal* sense that discipline is sustained. The attributes which are the opposites of these offences, are not made the basis of a positive code of morals.

16. Taking into consideration the preceding circumstances, remembering that the students are under instruction only one day in each of the 42 working weeks of the year, and bearing in mind the class from which the students are drawn, as well as the advanced age at which they frequently turn to teaching, your lordship cannot be surprised to learn that the result of my examination was of a very unsatisfactory character. The quality of the students' intellects astounded me. I have frequently seen the pupils of an infants' school display a readier aptitude in deliberation and apprehension. Relying upon mere memory, the students invariably spurted out an answer—whether right or wrong—to every question. I asked one of them to demonstrate an easy proposition in geometry. He jumped to his feet with alacrity, walked across the floor, took the piece of chalk in his hand, and faced the black board. His manner was quite pretentious. In a moment, however, it appeared that he was utterly ignorant of the proposition; and by no hint or help could he be got to understand anything about it. Another then tried it, but when he began to draw the diagram his *memory* failed him, and he too had to retire.

On a previous occasion, at an examination of the students, conducted by Mr. Deighton, the principal of the Queen's Collegiate school, I witnessed a similar scene. Not one of those present could distinguish between the fourth and the eighth proposition of the First Book of Euclid. The involved condition of their understandings was to me inexplicable. But they were never abashed. Even of their ignorance they appeared unconscious, and their intellectual defects were rendered the more lamentable by this moral disorder.

17. The Normal students receive no religious instruction in the institution, nor is there any arrangement in force by which they are to receive it elsewhere. In point of fact, the spirit of the Normal school training is to keep religion entirely out of view, to ask no questions, and to be ostentatiously unconcerned about it. In evidence of this extraordinary fact, I have only to refer to my reports on the thirty Ward schools, the masters of which, with one exception only, have all been trained, and in which, it will be seen, there has not been, *in a single instance*, an observance of the twentieth rule, which provides that every pupil in a Government school shall produce a certificate quarterly from his clergyman, showing whether the child had attended, and if so, with what degree of regularity, for religious instruction during the quarter. But the lives those teachers lead demonstrate the same fact. Mr. Farfan or Mr. Darling reported, last year, upon 28 of the present Ward school teachers—7 Catholics and 21 Protestants. With a view, I suppose, of ascertaining the extent of the religious influences exerted by the teachers, through the example of their lives, Messrs. Farfan and Darling inquired whether the teachers were communicants (practical members) of the church they professed to belong to. Only 1 of the Catholics and 11 of the Protestants were found to be communicants. But in estimating the effect of training upon the teachers, there are other considerations, besides those relating to an observance of religious duties, to be kept in view. I do not like to dwell upon this subject. I cannot, however, avoid touching upon it. Imputations of immorality against masters have not been unfrequent. One man had been charged with mocking some of the ceremonials of religion; another man had been charged with seduction; another with leading an immoral life; &c. The charges may have been unfounded. It is strange, however, that they should have been so numerous. One man told me that he attended different places of worship, Catholic and Protestant, as he believed a little of each religion. A high-toned sense of religion did not, I am bound to say, appear to me to be either cultivated or possessed by the teachers as a body. Normal School

18. From August, 1861, to January, 1869, a period of 7½ years, 23 students left the Normal school. Of this number, only 12 are now in the Ward schools, and only one other (Mr. Farrell, of the Tacarigua Orphan Home) in any other public school. Of those who are not now in the service, some were dismissed, and some left of their own accord.

19. The term " Normal," as applied to this school, is a singular misnomer. Neither intellectually, professionally, nor morally is it entitled to be so designated. Its existence deludes, and its operations are productive of mischief.

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76. I have no hesitation in recommending the abolition of this so-called Normal school. Its operation is a most serious reflection upon the administration of primary education. The training of candidates for teacherships must be accompanied by other means. Abolition of Normal school

77. Every good school may serve the purpose of a normal school. The institution of monitors is the foundation of all efficient training. The monitor is the future teacher. He begins his training at twelve or fourteen years of age. His vocation is fixed. He is not driven to teaching by laziness, by disappointment, or by failure in other callings. I have already adverted to this topic, and shown how completely disregarded is the 15th rule, which contains a provision for the appointment of monitors. Every good school, commanding an attendance of 40 pupils, and conducted by a well qualified techer, ought to have the services of a monitor. The Inspector should determine the schools in which the paid monitors may be employed. The manager and the teacher should then put forward a number of candidates of the required age, say twelve years, in good health, of good character, and possessing a taste for teaching. By a competitive examination the Inspector should then adjudge the monitorships to the best of the candidates. The period of training might be five years. A programme of the course of study in pedagogy, as well as in literature and science, should be laid down by the Board of Education, and an examination of all the Monitors

monitors should be held annually by the Inspector. The salary of the monitor might range from £4 in his first year to £10 in his fifth year, the payment of each year's salary to be contingent on his passing his examination creditably, and discharging his duty throughout the year to the satisfaction of manager, teacher, and Inspector.

Gratuity for training monitors

78. To reward the teacher for his industry, and encourage him in the task of preparing candidates for the office of teacher, I would grant him, as a premium for each monitor who should pass the annual examination, a sum equal to half the year's salary of the monitor. When, at the expiration of his five years' period of service, the monitor—after searching and comprehensive examination in pedagogy, literature, and science—obtained his diploma for teaching, and became either teacher or assistant-teacher in a National school, the master who prepared him should be awarded a special gratuity of, say, *Ten Pounds*, as a recognition of the importance attached by the Government to the training of a teacher for the service of the colony.

Schools for monitorships

79. The large schools of Port-of-Spain might each have two, three, or even more monitors, according to the exigencies of the school, and the facilities for the special instruction of the monitors. Mrs. Alcock's school and the Convent school of St. Joseph might each be able to produce suitable candidates for four or five monitorships, and might each thus become a nucleus of a training school for female teachers. The Eastern Market Borough school, the Town Hall Borough school (under a new organization), Mr. Tronchin's school (also under a new organization), the St. Dominick school &c., & c., might likewise have each its quota of paid monitors—some Catholic and some Protestant—to supply the demand for schoolmasters.

Extension of rule as to gratuity

80. In addition, I would permit any young person from 18 to 25 years of age who might obtain a nomination to a school, either as principal or assistant, to stand the examination for a diploma—the subjects being the same as those for a fifth year's monitor—whether he had passed through a monitorship or not, and altogether irrespectively of the class of school, primary or secondary, in which he had been educated. Even in this case I would bestow the premium of £10, provided the candidate, immediately before his appointment as teacher or assistant-teacher, had, for not less than two consecutive years, attended the school of the master claiming the premium. This provision would enable young persons intending to become teachers to pursue their studies in the Collegiate School, or the Catholic college, or the Convent Boarding School, or some other educational establishment of a similar character, and would give the conductors of these schools an interest—partly for the sake of the *eclat*, and partly for the sake of the premium—in organizing a class for the preparation of persons destined to act as public teachers.

Expense of training teacher

81. The expense to the State of the production of a teacher through the operation of the monitorial system would be £64, viz.:—£36 for the five years' salary of the monitor; £18 for the premiums to the teacher during the five years, and £10 premium to the teacher whose monitor passed his final examination, and obtained an appointment to a school. In the case of a candidate who had not been a paid monitor in a government school, or who had come from a school in which there were no paid monitors—such as, for instance, the Queen's Collegiate school, the Convent Boarding School, &c., &c.—the expense to the State would be only £10.

Practising schools

82. The Queen's Collegiate School, the Catholic College, the Convent Boarding school, &c., &c., might have affiliated with them certain common primary schools in their respective neighbourhoods; and these primary schools would serve as "practising schools" for students who intended to become public teachers.

Number and expense of monitors

83. The number of monitors might be limited to 50 for the whole colony. The expense for the first year would be about £375. When the system would become fully developed, the annual expenditure would rise to about £600. It is to be observed, however, that the whole of this expense should not be set against the item "training:" because, during their periods of service, the monitors, by acting as intelligent and efficient assistants, and in many cases rendering the appointment of regular assistant-masters unnecessary, would perform duties of far greater value than their pay could possibly represent.

Preference for monitorial training

84. I have no doubt that this plan for the training of the future teachers of the colony would be infinitely more fruitful in the production of skilful and devoted instructors than

any training institution under the direct control and management of the Board of Education could ever become.

Annual demand for teachers

85. I calculate that the staff of teachers will be about 70 immediately, and 100 eventually. The annual demand for new teachers will probably range from 5 to 10; and the monitorial system which I contemplate could easily supply this number of teachers. In the mean time, the annual examination for "diplomas to teach" will furnish a limited number of suitable candidates. For the immediate wants of the schools, however, managers must be content with the pick of the existing teachers, many of whom, under the influence of local management, would, doubtless, prove dutiful and useful.

Borough schools

86. The three Borough schools, under the corporations of Port-of-Spain and San Fernando,were intended to form, as it were, a medium grade, and the model schools a high grade, of primary schools. In the rules for the government of the Borough schools of Port-of-Spain, it was provided that the instruction should be confined to reading, spelling, writing, arithmetic, English grammar, and geography; and that when a pupil exhibited satisfactory proficiency in these subjects, and an aptitude for further study, the master was to report the case to the Inspector, who, if satisfied with the boy's acquirements, was empowered to draft him as a free pupil into the model school. This very interesting and important rule was passed by the Board of Education on the 6th of April, 1858, and was known as rule 21 for the regulation of the Borough schools. Its design was excellent, and the machinery for its working was simple. But it is a dead letter. It is still one of the printed rules, but it is never acted on. In the Appendix will be found a separate report upon each of the Borough schools.

Religious instruction

87. Last year, His Excellency the Governor appointed Messrs. Darling and Farfan as Commissioners, "to inquire into, and report upon, the character and amount of the religious instruction imparted to the pupils of the several Ward schools in the colony." I have had the advantage of perusing the separate reports of these gentlemen, and, in reference to the religious knowledge of the pupils, I defer entirely to the representations made in those reports. I have deemed it advisable in my own reports to quote their facts as affording a faithful delineation of the answering of the pupils on religious subjects. In most cases I limit the statement to an account of the number possessing a knowledge of the highest branches in which they were examined —*i.e.*, the Lord's prayer, Creed, and Commandments.

The secular principle

88. I have already given a history of the secular principle of the system, as established by Lord Harris. Two days in the week were holidays, and one of the days, Wednesday, was specially set apart to enable the children to attend their pastors, at the churches or elsewhere, for religious instruction. It was particularly enjoined and enforced that the schoolmasters were not to be the instruments for imparting the religious instruction, and it was as rigidly laid down and carried out that the school-rooms were not to be employed for any purpose connected with such instruction.

Doubts as to use of school-room

89. Some of the present supporters of the system endeavour, I know, to cast a doubt upon the existence of these provisions of the system. Mr. Guppy, the Inspector of schools, in a report addressed to the Board a few weeks before my departure from the colony, says:—

> "In the original constitution of the system, Wednesday was set apart for religious instruction, but no provision seems to have been made for the use of the school-house for such instruction. I have myself, however, been under the impression that such use was sanctioned by the Government, and I believe that whenever an application has been made on the subject, the use of the school-houses has been granted."

A few days after Mr. Guppy had read this report to the Board, I drew his attention to a minute confirmatory of the general sentiment of the public upon the subject, a sentiment with which I had become familiar. This minute, which is an extract from the proceedings of the Board of the 23rd October, 1853, runs as follows:—

> "His Excellency the Governor (Lord Harris) stated to the Board that, from a circumstance which had lately occurred at one of the Ward schools, he had deemed it advisable that the following circular should be addressed to the several wardens throughout the colony:—

CIRCULAR

" 'Government House,
31st August, 1853.

" 'SIR,—The Governor having heard that in some Wards the wardens, from a misapprehension of the rules and instructions of the Governor and Board of Education, have permitted religious instruction to be given in the school-houses or school-rooms belonging to the Wards, I have it in command to instruct you that the system of education established in the colony is strictly secular, and consequently that no instruction but that furnished by the Board is to be given in those school-houses, and only by the master appointed to the school.

" 'It is contrary to the rules and intentions of the Governor and Board that any minister of religion, or any other person except the schoolmaster, should be permitted at any time to employ the school-house or school-room for any purpose whatsoever.

" 'I have the honour to be, sir, your obedient servant,
" '(Signed), H. A. MURRAY, Private Secretary.

" 'To the Warden of_____,' "

Partial operation of rule

Deviations from the system have recently occurred in this respect. The Cedros school is a place of public worship for the Protestants. The Erin school is also a place of public worship for the Protestants, and the teacher is the recognised and stipendiary Protestant catechist of the district. The Pointe-a-Pierre school has likewise been used as a place of public worship for Protestants on Sundays; and, in deference to the desire of the Protestant clergyman of the parish, the day set apart for religious instruction has been changed from Wednesday to Tuesday, and the religious instruction has been given in the school-room. At Savanetta a relaxation of the rule had been made in favour of the Protestant clergyman, and at Arima in favour of the Roman Catholic clergyman. My own opinion is that some of these changes were wise in principle, but in practice, because of their partial operation, detrimental to the policy of the system. The change of rule should have been publicly promulgated. It was injudicious to have left some people under the impression that the system, through the instrumentality of the teacher, countenanced religious teaching in the school-room, as at Erin, and to leave other people under the very contrary conviction. Not only was the change of practice generally unknown, but most persons to whom I mentioned the matter appeared to be incredulous about it. The minute of 23rd of October, 1853, has never been formally rescinded.

Time

90. The time for religious instruction was, as I have said, on Wednesday. The Erin school has religious instruction daily, whilst the Pointe-a-Pierre school closes for it on Tuesday.

Place

91. The place for religious instruction was to have been any place but the school-room The practice in Cedros, Erin, Pointe-a-Pierre, Savanetta, and Arima, upsets this provision.

Teachers of religion

92. The Government schoolmasters were not to be the teachers of religion. The case of the Erin school conflicts with this rule; and so does the case of Mr. Forde, who, during the nine years he was teacher of the Couva Ward school, was also the stipendiary Protestant catechist of the district.

Expediency

93. Expediency, now in one quarter, now in another, has modified the rules. But, as I have said, the changes have been only partial in their operation.

Cardinal rule of religious instruction

94. The cardinal rule of the system—that for securing religious teaching for the pupils—is known as rule twenty. It is as follows:—

"Forms shall be supplied by the masters to each pupil, which the pupil shall once in every quarter return to the master, signed by the clergyman or minister from whom such pupil shall receive religious instruction, stating the days of attendance of such pupil for religious instruction during the preceding quarter of a year. If it shall appear that any pupil has not received religious instruction or has been irregular in his attendance for the purpose, the fact shall be brought by the master of the school under the notice of the Inspector, who shall report the same to the Governor."

This is a solemn and momentous rule. It brings the child, in respect to his religious training, into direct relations with the Head of the State. The schoolmaster is involved; the clergyman is involved; the Inspector is involved; and the Governor is involved. The rule professes too much. It is a provision overcharged with safeguards. The consequence is natural. No one acts upon the rule. Very few of the teachers are even acquainted with it. The teacher of the Icacos School positively controverted its existence, and endeavoured to sustain his position by referring to the fact that, whilst in training at the Normal school, Port-of-Spain, he had never heard of it. As a matter of course, no teacher recognised any obligation or engagement as to religious instruction—rule twenty being a dead letter. Indeed the teachers almost universally plumed themselves on their repudiation of all cognizance of the religious instruction of their pupils. It sounded like a sort of impeachment of their integrity to ascribe to them the least interest in, or knowledge of, the religious training of their pupils.

Unsuitable distribution of teachers as regards the religion of the pupils

95. For the 35 Government schools there are 34 teachers—1 teacher conducting the two schools of La Brea and Guapo.

Ten of the teachers are Roman Catholics; 19 are members of the Church of England; 2 are Presbyterians; 1 is a Baptist; 1 is a Wesleyan; and 1 is a Separatist.

In 7 of the schools—viz., the Boys' Model School, Eastern Market Borough, Carenage, Santa Cruz, Caura, Arima, and St. Joseph's (Naparima)—the majority of the pupils are Catholic, and the teachers are Catholics.

In 14 of the schools—viz., the Girls' Model School, Diego Martin, St. Ann's (Laventille) San Juan, St. Joseph, Maracas, Chaguanas, The Mission (Savanna Grande), Canaan Village, Oropouche, La Brea, Guapo, Cedros and Mayaro—the majority are Catholic, and the teachers are members of the Church of England.

In 1 school —San Fernando Borough—the majority of the pupils are Catholic, whilst the teacher is a Presbyterian.

In 1 school—Maraval—the majority of the pupils are Catholic, whilst the teacher is a Wesleyan.

In 1 school—Icacos—the majority of the pupils are Catholic, whilst the teacher is a Baptist.

In 5 schools—Arouca, Savanetta, Pointe-a-Pierre, St. Madeleine, and Erin—the majority of the pupils are Protestant (Church of England), and the teachers are of the same religion.

In 1 school—Town Hall Borough—the majority of the pupils are Protestants of the Church of England, whilst the teacher is a Separatist.

In 1 school—Victoria Village—the majority of the pupils are Protestants of the Church of England, whilst the teacher is a Presbyterian.

In 2 schools—Tacarigua and Couva—the majority of the pupils are Protestants of the Church of England, whilst the teachers are Roman Catholics.

In 1 school—Iere Village—the majority of the pupils are also "Dissenting," whilst the teacher is a Roman Catholic.

And in 1 school—Indian Walk—the majority of the pupils are also "Dissenting," whilst the teacher is a member of the Church of England.

Summary:—In 24 of the schools the majority of the pupils are Roman Catholics, and only 7 of these schools have Roman Catholic masters.

In 11 of the schools the majority of the pupils are Protestant, and 3 of these schools have Roman Catholic masters.

In the Girls' Model School, in which the majority of the pupils are Catholic, there are eight teachers, not one of whom is a Roman Catholic.

In Mr. Darling's report, Arouca and Pointe-a-Pierre schools are returned as having Catholic majorities, whilst in my returns they have Protestant majorities; and Diego Martin and the Mission (Savanna Grande) schools are returned as having Protestant majorities, whilst in my returns they have Roman Catholic majorities. These variations are easily accounted for. Both at Arouca and at Pointe-a-Pierre, a large and flourishing non-endowed

Roman Catholic school has attracted from the Ward school a considerable number of Catholic pupils, so that in each place the Ward school now has a Protestant majority. At Diego Martin the numbers, as given by Mr. Darling, were pretty evenly balanced—36 Protestants to 32 Catholics on the rolls. Now, there are 33 Catholics and 30 Protestants. The change may probably be accounted for by the attendance of some of the Protestant infant pupils at the Rector's infant school in the village. At the Mission (Savanna Grande) school, the numbers in Mr. Darling's report were 63 Protestants and 59 Catholics, the Protestants having a slight majority. Now, the numbers are 61 Catholics and 59 Protestants, the majority being on the Roman Catholic side.

The parent to impart religious instruction to his children

96. I do not feel called upon to discuss the importance of religious influences in the training of youth. Nearly everybody appreciates their value. The only diversity of opinion in relation to them has reference to the agents on whom it devolves to bestow them. Who is to impart religious knowledge, and cultivate the moral feelings? Some people invest the parent with the exclusive responsibility; others distribute it between the parent and the pastor; and others, again, assign it to the parent, the pastor. and the teacher conjointly. In Trinidad I have experienced each of these different shades of opinion, and have visited schools in some of which the first principle, in others the second, and in others the third were respectively recognised. Of the authorities who would limit the responsibility to the parent, the most influential I have met with in the colony is the Honourable Henry Mitchell, Agent-General of Immigrants. In a paper upon the education system (I quote from an enclosure in despatch No. 9, of 8th January, 1868) Dr. Mitchell says:—

> "God himself has enjoined on every Christian parent to see that his children are brought up in the nurture and admonition of the Lord; no man has a right to shirk this sacred duty, nor to sanction any arrangement by which its responsibility may be devolved on others."

And again he says:—

> "I join entirely with those who hold that, if possible, religious training should never be under the guidance of those who wield the intellectual ferule."

In placing his views in the first category, I hope I do not misunderstand Dr. Mitchell. I quote his exact words, because he is a person of undoubted integrity and great public worth.

Those who limit the responsibility exclusively to the parents distinguish between the influences *involuntarily* produced by attendance at public worship, and the influences which are the result of education in its purely didactic sense. They say:—Where a church is at hand let children go to it on Sunday, recite their prayers, sing their hymns, and listen to sermons; let them benefit as much as possible by all such salutary practices; but whether or not churches are at hand, and children frequent them, let the essentials of religious knowledge be inculcated—let the prayers be taught—let the catechism be expounded—let the Christian attributes be impressed—let the Divine purpose be indicated—let faith be implanted—let hope be inspired—let charity be instilled—let truth, and industry, and honour, and reverence, and every other virtue be cultivated—in short, let the whole Christian character be formed—*exclusively by the parents.*

Operation of this principle

97. In point of fact this most serious principle is in practical operation in numerous parts of the island. In his report upon the religious knowledge of the pupils of the Ward schools, Mr. Farfan shows that, in the majority of the schools, the knowledge—meagre and inaccurate as it was—possessed by the Catholic children had been imparted to them by their parents. He states that only 20 per cent of the pupils of the Ward schools receive religious instruction from the clergy—Protestant or Catholic; the remaining 80 per cent obtaining religious instruction from their parents, or else obtaining none at all. To the teaching of the parents he altogether attributes whatever religious knowledge is possessed by the pupils of the schools of Diego Martin, Santa Cruz, Maracas, Caura, Tacarigua, Arima, Chaguanas, Savonetta, St. Joseph's (Naparima), St. Madeleine, Indian Walk, Victoria Village, Canaan Village, Oropouche, La Brea, Guapo, and Icacos. Neither priest nor teacher had anything to say to the religious education of the Catholics of these schools. My detailed reports exhibit the scant measure of religious knowledge possessed by the pupils. Mr. Farfan thus describes the effect of parental teaching:—

"I must now state that many, I may say most, of the pupils who could say their prayers very well, did scarcely understand a single word of what they said. In fact some grown up pupils, both Protestant and Catholic, who could read and write said their prayers more like parrots than Christians, and when asked, "Who is our Saviour Jesus Christ?" could not give a proper answer. Some said He was Moses, others the Virgin Mary, St. Peter, Adam; and some said He was Eve. Much less could they say why the Saviour came down on earth. This ignorance comes from their having learned their prayers from their parents, who, either through ignorance or through neglect, never explain to their children the meaning of the prayers they teach them and never instruct them, in any of the mysteries or truths of religion."

My own experience completely confirms the accuracy of Mr. Farfan's observations.

The following analysis which I have made of Mr. Farfan's report, so far as it relates to the Roman Catholic pupils, will exhibit the state of things consequent upon mere parental instruction:—

Answering of Roman Catholic pupils

Of 663 Catholics examined,—
209, or 31.3 per cent, knew neither their Cathecism nor their prayers;
83, or 12.6 per cent, knew the Lord's Prayer only;
257, or 38.7 per cent, knew only the Lord's Prayer and the Creed; and
114, or 17.4 per cent, knew the Lord's Prayer, the Creed and the Ten Commandments.

Of the 663, only 39, or 5.8 per cent, had been at their first Communion.

In reference to the preceding analysis, I should mention a circumstance which, to some extent, tends to account for the egregious ignorance of the Catholic pupils. Their language is a *patois* of French or Spanish—generally the former. At home or in church, the Catechism and prayers are learned in French. The language of the school is English. Translation from one language to the other is rarely, if ever, attempted. Over and over again I urged the children to try it. With the greatest difficulty the Catechism was occasionally translated into English, or into the Creole *patois*. Much of the bad answering may be ascribed to this defect; yet the pupils' ignorance was, on the whole, of a deplorable character. I may say that I did not examine a single Catholic child who possessed even a vague apprehension of the mysteries of the Unity and Trinity of God, the Incarnation, Death, and Resurrection of Our Saviour.

98. From Mr. Darling's report I make the following analysis of the answering of the Protestant pupils whom he examined.

Answering of Protestant pupils

Of 300 Protestant pupils examined, 6—*i.e.*, 2 per cent—knew neither their Catechism nor their prayers;
50—*i.e.*, 16.6 per cent—knew the Lord's Prayer only;
115—*i.e.*, 38.3 per cent—knew only the Lord's Prayer and Creed; and
129—*i.e.*, 43.1 per cent—knew the Lord's Prayer, Creed and Ten Commandments.

Of the 300, only 1 had been confirmed. Mr. Darling does not enter upon any inquiry as to the effect of mere parental teaching; but I have no doubt whatever that the unsatisfactory character of the answering he experienced is altogether due to it, or to total neglect.

Morals of people

99. Are the morals of the parents of such a character as to make it desirable that they alone should impart religious instruction to their children? I hesitate to speak my mind as openly as perhaps I ought upon the morals of the people. The consideration of this topic forced itself upon me; and the very nature of the information which I first received on the subject induced me to pursue my inquiry very extensively and very minutely. Before arriving at a conclusion upon so delicate a matter, I naturally took the greatest pains to be accurately informed. I consulted clergymen of all denominations; leading public officials; planters, merchants, and professional men; and also the statistics in possession of the Government.

In a communication, published last September, the Archbishop of Port-of-Spain, speaking of the people, says:—

"Among them the greatest immorality prevails . . . Mingled with their religious faith, is a great deal of ignorance and superstition."

As I have already said, I am most reluctant to speak my mind unreservedly on the subject. Not to allude to the prevalence of falsehood and petty theft, not to speak of darker forms of immorality, I may, however, refer to the notorious prevalence of concubinage, which characterizes the domestic life of the people. I shall specify a few instances. The ward of Mayaro is one of the most remote in the island. It is far away from towns. Its inhabitants might, reasonably enough, be expected to spend their lives in Christian happiness and rural simplicity. They are all of the same religion. There is a church, whose congregation is in charge of a resident Roman Catholic priest. There also is a public school. From the warden's official report to the Government I learn that, during the twenty years ending with 1868, there were born in the ward 672 children, of whom 540 were illegitimate. In 1854 there were born in the ward thirty-six children, of whom only *one* was legitimate. In Port-of-Spain the Catholics have for their pastors a community of Dominican Fathers who—as I was informed, and as I could not have failed personally to observe—are zealous and even enthusiastic in their efforts to promote the religious amelioration of their flock. Yet the register of baptisms performed in the cathedral during the year 1868 exhibits anything but a gratifying state of things as to the moral sensibility of the people. Of the children born of Catholic parents during that year, 239 were legitimate and 282 illegitimate. These are startling facts; terrible reflections on the moral character of the people. Can it be a matter of surprise that, under a system of education which relegates the religious training altogether to the parents,— to such parents as I have been describing,—the results are as disheartening as Mr. Darling, Mr. Farfan, and I myself found them? The immediate inheritors of the vices, superstitions, and ignorance of slavery— and of such is composed the vast mass of the Creole population of Trinidad—are assuredly the least appropriate people under the sun to whom to commit so momentous an experiment as that of moulding the young mind to a Christian aspiration, and the young heart to a virtuous impressibility. In these observations, I have made no reference to the indolence, thoughtlessness, or improvidence of the people, qualities which cannot be overlooked in a consideration of their fitness for the moral and religious training of children. I have accordingly come to the conclusion that no system of education is salutary or philosophical which, in the circumstances of such a colony as Trinidad, not to speak more generally, relegates to the parents the religious instruction of the children.

The parent and the pastor to impart the religious instruction

100. The second class of opinion to which I have adverted, namely, the class that would distribute between the parent and the pastor the responsibility of imparting religious instruction, may be said to embrace the founders and advocates of the Trinidad system of education. The first principle which I have discussed is the *practice*, the second is the *theory* of the system. The universal non-observance of rule 20, which I have already quoted, shows that even this—the essential principle of the system—is utterly disregarded.

The parent, the pastor, and the teacher to give it

101. The third class of opinion—that which would distribute between the pastor, the parent, and the teacher the responsibility of giving religious instruction—prevails universally in Catholic circles. In the non-endowed schools under their own management the clergy of *all* denominations favour this theory. In these schools religious instruction is given daily by the teachers, who are occasionally assisted by the clergy. But the advocates of the Ward schools, many of whom are the Protestant portion of the clergy I have just referred to, altogether repudiate the agency of the teachers in giving religious instruction to the pupils of *a Government school*. I totally dissent from this opinion. I know that in Ireland, where there are upwards of 6,600 National schools, the greater number of which are attended by pupils of different denominations, the teachers, in 99 cases out of every 100, are the persons charged with the religious instruction of the majorities; and I further know that no agents could be more zealous or efficient in the discharge of their obligations, both secular and religious. Why is the *doctrinaire* principle of secularism necessary for Trinidad? Even if the principle were salutary elsewhere, it would yet be a vicious one in Trinidad.

Unreasonableness of secular rule

102. The pedantry of the rule which prohibits the giving of religious instruction in a Ward school is peculiarly and lamentably exemplified in the case of the schools at La Brea and Guapo. In this district the people are exclusively Roman Catholic. The unhealthiness of the district, which includes the neighbourhood of the Pitch Lake, is so great that it is at

present without a resident clergyman. Priests have died off in rapid succession, after a very brief residence in the place. The coloured people, however, are favoured with considerable immunity from the pestiferous influences, and enjoy an average amount of good health. The teacher is, of course, a man of colour, and every teacher of the schools must be so. If he were a Catholic (the present teacher is a Protestant), and were permitted to instruct his pupils in religious knowledge, his services would be invaluable to the entire district. A more striking illustration of the inconvenience and unreasonableness of the secular rule could hardly be adduced than is afforded by this case.

Development of "secularism"

103. As a further advance in the principles of "secularism," and as an indication of its spirit, I find that, in a code of revised rules submitted by the Inspector of Schools on the 27th March, for the consideration of the Board of Education, serious interpolations have been made in the late Archbishop Whately's "General Lesson," a copy of which has been supplied to every Ward school, with instructions to the master to inculcate its principles, and cause the pupils who are sufficiently advanced for the purpose to commit it to memory. The passage—

> "Jesus Christ did not intend His religion to be forced on persons by violent means."

is changed into—

> "The great Founder of Christianity taught that religion is not to be enforced by violent means."

Again: the passage—

> "If we would obey Christ, we must do to others as we would that they should do to us."

is changed into—

> "Man was formed a social being; and he should always endeavour to do to others as he would that others should do unto him."

Local management necessary

104. The principle of the Erin Ward School is an exception to the rule of the system. The teacher there gives religious instruction daily, and with what gratifying effect I beg to refer your lordship to my report in the Appendix. I am again reminded that, without local managers, no efficient system of religious instruction could be carried out by the teachers; because the instruction, to be efficacious, should be completely removed from the groove of perfunctoriness; and in order to be so, the vigilant eye of a manager is necessary to watch and note the results from week to week, and to inspire teachers and children with a spirit of earnestness.

Fundamental principle of proposed system

105. The great, indeed the only, rule that I would insist upon is that no child should, on account of class, creed or colour, be refused admittance to a school aided by the State; and that no child should be exposed, directly or indirectly, to the danger of proselytism. Consistently with this principle, which, from opinions that I have heard his Grace the Archbishop of Port-of-Spain express, would, I think, be acceptable to the Catholics, and which I have no reason to believe would be objected to by the Protestants, I would allow every manager of a public school free scope as to the course of religious instruction he might choose to adopt, and as to the employment of the person, whether the teacher or anybody else, by whom such instruction should be imparted.

Parental right

Pastoral right

106. It is, of course, the inalienable right of the parent to determine the religion of his child. This should be done by a formal act of registration in the school records. The parish clergyman of the same religion as the child should then have the right, even if he happened not to be the manager, to visit his co-religionist in the school, and give him religious instruction at some convenient hour to be arranged for the purpose. I would thus secure both the parental and the pastoral right; the parental, by leaving the determination of the child's religion to the father; and the pastoral, by giving every clergyman the privilege of directing or superintending the religious instruction of the pupils of his own flock. With an extensive experience of the Irish National schools, I have not known the parental and the pastoral right to clash in one case out of millions. Hence, I do not hesitate to suggest the recognition of the principle in the future arrangements of the Trinidad schools.

Religious minorities

107. The right of the State applies only to the secular business, over which its jurisdiction is absolute. In connexion with religious instruction, the only function of the State—yet an all-important function—is to see that no child is refused admission to a public school because he professes a creed different from that taught in the school. There are places where the religious minorities are so small that it would be utterly impossible for them to organize independent schools of their own. For instance, the Protestant minority at Carenage is only 3; at Maraval, only 2; at Santa Cruz, only 1; at San Juan, only 1; at St. Joseph's only 6; at Canaan Village, only 14; at Oropouche, only 11; at Icacos, only 2; and at Mayaro, only 3. In none of these places would the elements of a Protestant attendance be sufficient to constitute a school. But the State could not abandon to hopeless ignorance the Protestant minorities which exist in them. And, the smaller the minorities, the more helpless they are against the dangers of proselytism. Hence the necessity for the protective rule commonly known as a "Conscience Clause." The Catholic minority at Couva is only four; at Savonetta, only two; at Iere Village, only five; at Indian Walk, only four; and at Victoria Village, only ten.

Views of Archbishop of Port-of-Spain

108. In his letter to the Governor, dated April 2nd, 1867, His Grace the Archbishop of Port-of-Spain, speaking of minorities, and referring particularly to Protestant minorities, says:—

> "It might be stipulated by the Government that their children would only receive secular instruction, but would by no means take any part in the doctrinal instruction of the school; and that their own religious instruction should be provided for by their family, such special arrangements being placed under the care and protection of both the Warden and the Public Inspector of Schools. This practice is not at all impossible or illusory, for I am assured that it is actually in force at Mauritius," &c., &c.

These views appear to me to be no more than a reiteration of the provisions of the Conscience Clause, and I therefore have much pleasure in inviting your lordship's particular attention to them.

Children receiving religious instruction in a creed different from their own

109. In the non-endowed schools under the management of the Catholics, I met with three Protestant children who were receiving Catholic religious instruction; but in the Protestant non-endowed schools, on the other hand, I found eighty-two Catholics who were receiving Protestant religious instruction. The State gives no aid to these schools, and of course imposes no restrictions. Under the operation of an impartial system, which would favour the religious element, but would at the same time stigmatize everything in the shape of proselytism, the occurrence of children receiving religious instruction in a faith different from their own would be rendered impossible.

Departure from Lord Harris's system

110. I have shown in various parts of this report that a considerable divergence from Lord Harris's system has, from time to time, been made by the Board. Teachers of the Ward schools have been paid catechists; Ward school-rooms have been used as churches; and religion has been taught in some of the schools. The Borough schools were established upon the general principle of the Government system. But a change of opinion has evidently entered the Borough Council. Grants of money towards the support of schools have been made by the Borough Council of Port-of-Spain without any stipulation as to the observance of the secular rule. On the 22nd July, 1868, the Borough Council passed this resolution:—

> "That the Board, feeling that it is an important portion of its duties to extend education as much as possible among the rising generation, votes a sum of ten dollars monthly, beginning from the 1st of August next, for the support of the Free Model School of Mr. J. R. Eriche. Similar grants will be made to the schools of the same class as that of Mr. Eriche when the Board is satisfied of their efficiency being equal to that of Mr. Eriche. The subsidy granted to Mr. Eriche will only be continued as long as his school remains in its present efficient state."

In a memorandum which the Mayor of Port-of-Spain caused to be furnished to me, it is stated:—

Father Forester's school

> "His Worship the Mayor promised to Father Forestier (of the Dominican Order) that as soon as it is made evident to the Borough Council that the Roman Catholic Poor School, in the western part of the town, is in a state of efficiency,

he will undertake to obtain for that school a grant similar to that made to Mr. Eriche."

This proceeding is a complete revolution of the principle of the Government system. I do not attempt to conjecture how the change of opinion has been brought about. For the purpose of my inquiry, it is sufficient to note that it has occurred. It is very possible that Father Forestier would not exclude from the school any child because of its not being a Catholic; and it is even probable—indeed very probable— that he would not attempt to proselytize such a child. But the Mayor imposes no conditions except in respect to the efficiency of the teaching. The case would harmonize with the principle which I propose for general adoption, if, associated with it, there were the requirement of a Conscience Clause.

At Turure, the teacher of the Protestant school receives, as the licensed catechist of the district, £150 a year from the Government; and at Couva, the teacher of the Protestant school receives, as licensed catechist, £50 a year from the Government. In each case the salary of the catechist serves also as a requittal for the duties of the school.

Although these schools are not under the inspection or control of the Board of Education, yet I think that the principle of supporting them with public money is a departure from the policy of the secular system of public education.

Terms on which aid should be granted

111. If the patrons of these schools were prepared to submit to the same condition which, I think, the Borough Council ought to impose upon Father Forestier—the provision of a Conscience Clause—their connexion with the Board of Education should be welcomed, and their teachers recognised as entitled to the same advantages as the masters of the Ward schools.

Religious would not interfere with secular instruction

112. Some people apprehend that if religious instruction were sanctioned in the schools, the school-hours would be completely absorbed or frittered away by it, to the detriment of the sexular business. But this does not occur even in the non-endowed Protestant and Catholic schools, whose managers and teachers are at liberty to proceed as they like. Nor does it occur in the thousands of Irish National schools, in which religious instruction is given daily. But to prevent the possibility of an undue trespass upon the secular business, it would only be necessary to lay down a rule enjoining that the secular business should embrace a certain minimum number of hours a day; say, as is the case in Ireland, four hours. Should a system of payment for results be determined upon, the public need have no fear about inroads upon the secular instruction. As the results to be paid for would be of an exclusively secular character, teachers would scarcely permit their religious zeal to run counter to their interests. The danger might lie in the other direction. It might appear to some teachers to be only a loss of so many dollars, if they permitted an available hour to be spent in any other pursuit than that of qualifying their pupils to make a satisfactory display of results at the Inspector's examination. But, under judicious local management, and an effective system of inspection, neither the religious not the secular business would be likely to be marred or interrupted.

Management

113. In a previous part of my report I have mentioned that Lord Harris postponed, from February, 1847 to April, 1851, the initiation of his educational reforms, because he was "desirous to have the Wardens' ordinance thoroughly established, as any general plan of instruction must be worked by its means."

The fourth regulation of his lordship's plan was—

> "That the Wardens of the several Wards be called upon to establish schools at once, in such parts of their Wards as shall appear most suitable for the convenience of the population, which shall be under the direction of the Board."

Rule XIII. of the primary schools runs as follows:—

> "No master shall absent himself from his school at any time during school days without a written permission from the Inspector of Schools or Warden; and should any master be incapacitated from attending to his school from sickness or other unavoidable cause, he shall immediately inform the Warden thereof."

Rule VIII. lays down that—

> "An examination of the pupils shall be held in the presence of the Warden and such persons as may choose to attend once in the year," &c.

Wardens local managers.

Now, considering all these facts—that the delay in inaugurating the new system was occasioned by the necessity of having the Wardens' ordinance first thoroughly set in motion; that the Wardens were the persons called upon to establish the schools; that they were empowered to grant or refuse leave of absence to the teachers; that the annual examinations were to be conducted in their presence; that the salaries of the teachers were to be paid, books and requisites furnished, and the repairs of the school-houses provided for by them, I think I am justified in concluding, as I have already said, that the function of local management was originally imposed upon the Wardens. This, however, is a controverted point. The Wardens of the present day, most certainly, are not, in any sense, local managers.

Management of Borough Council schools.

114. It is clear to me that, in the original idea of the Borough Council schools, it was contemplated to bring the function of local supervision into active play. There was to be a most vigilant management. The Inspector of schools was to hold examinations, &c., &c., but the Council was to reserve to its own keeping the control of the moral and religious training of the pupils. The rules provided that if a child failed to receive, or to be regular in his attendance at, religious instruction, the master was to report the irregularity, in writing, to the Council. Municipal solicitude could scarcely go farther. The Borough Council became, so to speak, the sponsor of the citizens. But, unhappily, the conception was only a sketch of fancy. The rule I have referred to is utterly disregarded; and, practically speaking, the Corporation of the city of London exercises as wholesome an influence upon the Borough schools as do the Councils of Port-of-Spain and San Fernando.

System of management proposed.

115. From all that I have said in reference to the question of management, your lordship will, I am sure, be prepared to hear that I most urgently recommend a radical change in the present system. I propose that the plan now in force of exclusive management on the part of the State shall be abolished; and that, in future, all schools shall be placed under the care of responsible persons having local relation or connexion with the places in which the schools are situated. The person who, in the first instance, applies to establish a school in connexion with the Board of Education should be recognised as the local manager. If the applicant be a clergyman, so much the better; because the duties and opportunities of a clergyman peculiarly qualify him for the government of schools. If the applicant be a layman, he should be a person of station or property.

(a) The managers should have the power of appointing the teachers, subject, as to character and professional qualifications, to the approval of the Education Board.

(b) When there is but one school in a locality, the teacher should be of the same religion as the majority of the people of the locality.

(c) The Manager, on his own authority, should have the power of dismissing the teacher without notice, provided he state in writing, to the Board of Education, the grounds of dismissal, and that the Board approve of so extreme a step being taken.

(d) The manager should, however, have the power of dismissing the teacher upon a three months' notice without being required to state to the Board of Education his reasons for the dismissal.

(e) He should have entire control over the use of the school-house, and have the right to employ it for any lawful purpose, before and after school-hours.

(f) He should have the determination of the religious instruction of the pupils, subject only to the provisions I have already laid down on the subject.

(g) He should have the right of selecting the books to be used by the pupils.

(h) He should have the right of fixing the rate of school-fees to be paid by the pupils, provided the Board of Education be satisfied that the fees are not fixed at so high a rate as practically to exclude the poor from the advantages of the school.

(i) He should have the right of appointing the subjects of instruction, and of arranging the general details of the school business, provided the Board of Education be satisfied that due attention is paid to the cultivation of the essential subjects—reading, writing, arithmetic, and industrial instruction.

(j) He should have the right to give holidays, vacations, &c. to the masters and pupils, provided the school be kept open for a certain minimum number of days in the year—say 200.

116. I now come to a point of considerable importance—the allocation of the existing schools to local managers. The principle upon which I propose that this shall be accomplished is both simple and fair. I propose that the management of each Ward school shall be vested in the clergyman of the same religion as the majority of the pupils—such arrangement, however, not to operate to the prejudice of any other person—clergyman or layman—who, commanding a sufficient attendance of pupils, and a suitable school-house, may choose to establish a school under his own management. Cases of the latter class would be very rare. They would be limited to those places where the minorities were pretty strong. **Allocation of Ward schools to managers.**

117. The schools which, as having Catholic majorities, might be handed over to the Roman Catholic priests are—Carenage; Diego Martin; Maraval; St. Ann's; Laventille; Santa Cruz; St. Joseph; Maracas; San Juan; Caura; Arima; Chaguanas; St. Joseph's, Naparima; the Mission, Savanna Grande; Canaan Village; Oropouche; La Brea; Guapo; Cedros; Icacos; and Mayaro—in all, 20. In this list there are only three schools about which, in regard to effective management, any difficulty could arise. These are—Oropouche, La Brea and Guapo. Oropouche is accessible enough to San Fernando, whose priests could, therefore, look after the school. La Brea and Guapo are at present without a resident priest, but the Catholic clergy of San Fernando are, I believe, ministering to the district. For the present, the management of these two schools might be entrusted to the Archbishop of Port-of-Spain, who could make arrangements—perhaps through the San Fernando priests—for an effective supervision of the schools. In the case of the other schools there is no difficulty whatever. I could name the priest to whom each might be assigned, but the allocation is so obvious that I deem it unnecessary to do so. **Schools that might be given to Catholic priests.**

118. Some of the priests are unacquainted with English. This is, no doubt, a drawback; for it must be a *sine qua non* that English shall be the language of the schools. I have been assured, however, by the Archbishop that should the Government—as I think it ought, after the lapse of a reasonable time—require the managers to be acquainted with English, that they may be able to conduct the examinations of the schools in English, his Grace would be prepared to enjoin upon the priests the duty of immediately mastering the language. But I should add that the non-English-speaking clergymen are gentlemen of rare intelligence and accomplishments, and bent beyond measure upon promoting the education of the people. That they thoroughly understand the people—their language, their ways, and their faults, is a circumstance which, perhaps, outweighs the temporary inconvenience resulting from the reverend gentlemen's imperfect acquaintance with the English language. **Managers to be acquainted with English.**

119. The schools which, as having Protestant majorities, might be handed over to the clergy of the Church of England are—Tacarigua, Arouca, Couva, Savonetta, Pointe-a-Pierre, St. Madeleine, Victoria Village, and Erin—in all, 8. The only case of difficulty in the list is that of Erin, for there is no resident Protestant clergyman in the neighbourhood. At present the Venerable Archdeacon Cummins visits the school once a month, and practically manages it. Indeed, it is the only Government school in the colony that enjoys the slightest semblance of local management; and my report upon it will show that—such as it is—the local supervision is not without its advantage. The Archdeacon should be requested to continue to undertake the management of the school. **Schools that might be given to the clergy of the Church of England.**

120. In the schools of Iere Village and Indian Walk the majorities are dissenters. At Iere Village there is a Presbyterian clergyman, but the dissenting element is chiefly of the Baptist denomination. At Indian Walk, also, most of the people are Baptists. The Board of Education could easily determine on whom to confer the management in such cases. If there were a regular Baptist clergyman in each place, there could, of course, be no difficulty or hesitation about making him the manager. **Schools to Dissenting clergyman.**

121. I offer no suggestion as to the future management of the model schools of Port-of-Spain and the Borough schools of Port-of-Spain and San Fernando. The Government and the borough Council would be able, without difficulty, to arrange for the management of these schools. In both towns other schools—which are much needed—will doubtless spring up, and many of the present non-endowed schools—as, for instance, the Cambridge-street, the Chacon-street, the St. Joseph's Convent (for the poor), the St. Dominick's, &c.—will most likely become connected with the Board. **Management of Model and Borough schools.**

122. Besides the existing schools—endowed and non-endowed—others must be established to meet the requirements of the colony. Of the particular want of schools for the Coolies **New schools to be established.**

I shall hereafter speak. At Cocorite a school is much needed. At Cimaronero, Caroni, Montserrat, Moruga, and Toco, schools are also much required.

Objections to local management.

123. An objection to the managerial function might be urged on the score that it is liable to become languid. My answer would be this:If the Board of Education found any particular manager neglecting his duty, or growing languid in its discharge, the Board should, in the first instance, address a remonstrance to him, and, failing to arouse him to energy, should then remove him from the management, or strike the school off the roll of public schools. As, however, the managers would be chiefly clergymen, whose duties naturally beckon them to the superintendence of schools, I do not apprehend failure in this respect. It might also be objected that, if the establishment of schools were committed entirely to local enterprise or effort, some districts—for want of persons fit to become managers, or of persons interested in the spread of education—may be left without schools altogether. I have cast my eye over the whole island, and I do not apprehend the occurrence of any such contingency. I have been informed that there was a time when planters were so hostile to schools, and so bitterly grudged the cost of establishing and maintaining them, that the most unpopular officer connected with the Government was the Inspector of Schools. In this respect a better feeling happily exists now. But should the Board of Education find any particular neighbourhood neglected, it would be perfectly competent for the Board to establish a school in the place, and, pending the finding of a suitable manager, control the working of the school, through the Inspector.

Liability of places to be left unprovided with schools.

Payment by results.

124. The disparities between one school and another, as to the cost of a child's education, is very remarkable. The details will be found in the reports given in the Appendix. At the Savonetta Ward school, for every pupil who had made not less than 100 attendances last year the State paid £12 2s. 1d.; whilst the average cost in the Ward, Borough, and Model schools for every such pupil was £5 14s. 2d. These are enormous sums for the education of a child. I measure the expense by taking into account those pupils only who had made not less than 100 attendances, because a pupil who attends less than 100 times in a year can hardly be expected to realize the advantages of the year's schooling. Taking into account these extraordinary disparities as to the cost of education; considering the fact that the irregularity in the attendance of the pupils is probably without a parallel in the school systems of the world; viewing the lamentable condition—even as to secular knowledge—in which I found the schools; and remembering that the teacher's salary is at present determined irrespectively of the extent of the attendance and of the quality of the results, I have come to the conclusion that a radical change in the system of remunerating teachers is indispensable. I strongly recommend that the great principle of paying for ascertained results shall be applied to the Trinidad teachers. I do not propose the English system—pure and simple. I propose that one-third of each teacher's income shall be dependent upon the results, as ascertained by the Inspector at his annual examination; that another third shall be dependent upon a quarterly report of the manager; and that the remaining third shall arise from a "classification" or "certificate" salary. In addition to the income derivable from the Board, the teachers should be authorized to charge moderate school fees. I shall now briefly describe each of the three heads of State salary; and first as to the Inspector's Results' Fees.

Inspector's results' fee.

125. I propose to have a curriculum consisting, for the present, of five sections or standards—corresponding to the classification which prevails in the schools of the island. The scale of fees, for each section, I have arranged as follows:—

	Reading and Spelling	Writing and Dictation	Arithmetic and Industrial Instruction	TOTAL
Section 1, ...	1½ dollars	1½ dollars	2 dollars	5 dollars
,, 2, ...	1½ ,,	1½ ,,	2½ ,,	5½ ,,
,, 3, ...	2 ,,	1½ ,,	2½ ,,	6 ,,
,, 4, ...	2 ,,	1½ ,,	3 ,,	6½ ,,
,, 5, ...	2½ ,,	1½ ,,	3½ ,,	7½ ,,

The minimum number of attendances yearly to qualify a child for the results' examination should be fixed at 100. Details as to procedure can be obtained from a reference

to the English revised code. The peculiarity of my suggestion is, that it involves a sliding scale which improves the payment to the teacher at each step of the child's classification.

126. The amount to be expended upon Inspector's results' fees would, I estimate, be as follows:—Under the re-organized Board there would, the first year, be about 70 schools. The number of pupils who would make not less than 100 attendances would, under the influence of improved arrangements, be about 1,800. The classification of the pupils would not, at first, be as exact as it must ultimately become. I calculate that there would be—in the first class, 756; in the second class, 467; in the third class, 250; in the fourth class, 156; in the fifth class, 171; and that, according to the scale of fees which I have laid down, the cost of instruction—if all the pupils passed satisfactorily—would be 10,059 dollars. I estimate, however, that the failures would be 20 per cent; so that the amount expended on Inspector's results' fees would be only about 8,000 dollars.

Quarterly examination by manager.

127. There ought to be about 50 school-days in a quarter; and a child who attends for, say, 30 of those days might fairly be regarded as receiving a tolerably fair share of schooling; the absurd plan of having only 4 school-days in the week being, however, abolished. I propose that, in addition to the Inspector's great annual examination, there shall be a quarterly examination HELD BY THE MANAGERS; and that, on the manager's certificate, a fee of 1 dollar for each child who had made 30 attendances in the quarter shall, at the termination of the quarter, be paid on the following conditions:—

(a) That, in the case of a pupil of the third, fourth, or fifth section, the manager can certify that the pupil had executed at least thirty fairly written copies—each initialed and dated by the teacher—on thirty different days within the quarter; and

(b) That it can be certified that the general instruction of each pupil for whom a fee may be claimed had been progressive.

I estimate that 1,080 pupils would attend for one quarter only;
810 ,, ,, ,, ,, two quarters only;
675 ,, ,, ,, ,, three quarters only;
1,350 ,, ,, ,, ,, four quarters;

Expenditure under manager's results' fee.

and that—one dollar each being allowed for those who had attended one quarter, two dollars each for those who had attended two quarters, three dollars each for those who had attended three quarters, and four dollars each for those who had attended four quarters—the amount expended under this head would be 10,125 dollars.

Feasibility of manager's examinations

128. Owing to the managers' inaptitude for the duty, as well as ignorance of the English language, the quarterly inspection might, for some time, be only nominal or perfunctory; but the certificate that 30 attendances had been made and 30 copies written, as also that the discipline was good and the dutifulness of the teacher satisfactory, could be made even by a tyro in school management or the study of English. Under the English Revised Code a capitation allowance is made for mere attendance. I object to this. The plan which I suggest is, I think, a better one, because, besides pre-eminently encouraging regularity of attendance, it particularly recognises the principle that payments shall be made only for results; and it brings local influence and local agencies into active play, even in the determination of part of the teacher's salary.

Classification salary.

129. The irregular attendants form a large proportion of the pupils of the Trinidad schools, 26½ per cent of the pupils making under thirty attendances in the course of a year. To recompense the teacher for his care of these, as well as of the idle and the stupid, for the tuition of whom he can obtain little or nothing, under either form of results' fees; and also with a view of conferring upon him an official individuality, I would grant a personal classification salary to the principal of each school. Even this, the third portion of the teacher's income, would to a great extent partake of the character of a results' fee for work of a collective nature—for instance, the general supervision and moral training of the pupils; the teaching of non-essential subjects, such as geography and singing; &c.

Grades of classification.

130. I would have three grades of classification. The salary of the first class I would fix at 150 dollars, of the second class at 125 dollars, and of the third class at 100 dollars. To female teachers I would give one-fifth less for classification salary; but in respect of fees I would make no distinction between them and schoolmasters. Of the seventy teachers,

fifteen would probably be in the first class, twenty-five in the second class, and thirty in the third class. The classification salaries would thus amount to about 8,000 dollars a year. The teachers' salaries under all three heads would then cost the State about 26,000 dollars a year, or, on an average, 370 dollars (£78 1s. 8d.) for each teacher. Besides their salaries from the State, the teachers would receive the school-fees of the pupils. Of course the teachers of large and well-taught schools would receive considerably more than the average of 370 dollars. On the other hand, the teachers of small schools, as well as the teachers of badly-conducted schools, would have to be content with incomes much below the average.

Average salary.

Cost and increase.

131. To the teachers of the thirty-five public schools of the colony 19,781 dollars a year are at present paid by the State. In salaries to the teachers of seventy schools I propose to expend 26,000 dollars a year, or an addition of only 6,219 dollars for an increase of thirty-five schools.

Details.

132. Numerous details occur to me, such as the question of the employment of assistant teachers; the programme of examination for the classification of teachers; the form of Inspector's report, and the procedure connected with the examination of a school; the treatment of infant pupils; the checking of the school accounts, especially of the manager's quarterly reports; &c. But the discussion of these topics would embarrass my report with so many technicalities that I must forego the expression of my views upon them.

Night school fees.

133. When night schools are established, I would award their teachers half the amount of results' fees granted in the case of a day school, on condition that the schools be kept open for 100 nights in the year, and for two hours each night; also that each pupil for whom a results' fee might be claimed, should have made at least fifty attendances.

Unnecessary multiplication of schools.

134. I may add, that the system of payment for results would exercise a wholesome influence in preventing the unnecessary multiplication of schools. Small schools would produce small profits. Persons qualified to pass the examination for a public teachership would scarcely be content to undertake the teaching of schools which yield an inadequate remuneration. But even if schools were unnecessarily multiplied, the State would lose only to the extent of the personal salaries of the teachers; because the results' fees would be paid upon the answering of the children individually—it being immaterial whether a child belonged to a school of a dozen or a school of a hundred. But even in regard to the personal salary of the teacher, it might be provided that the teacher should have an average of at least forty, in order to be entitled to a first class salary; an average of at least thirty-five to be entitled to a second class salary; and an average of at least twenty-five to be entitled to a third class salary. It might further be provided that when the attendance falls below twenty-five, the teacher shall be entitled to the results' fees only.

Non-endowed schools.

135. Excepting a few to which I have already referred, I examined all the non-endowed public schools in the colony—that is, the public schools unaided by the funds of the State. I visited 23 schools under Protestant clerical management, attended by 281 boys and 267 girls. I also visited 13 schools under Catholic clerical management, attended by 217 boys and 214 girls. In these non-endowed schools I met with 466 Protestants and 513 Catholics.

The following are the salaries, school-fees included, of the Protestant teachers:—

		£		£
In 3	cases from	10	to	15
„ 2	„ „	16	„	20
„ 5	„ „	21	„	25
„ 2	„ „	26	„	30
„ 1	case „	31	„	35
„ 1	„ „	35	„	40
„ 1	„ „	41	„	45
„ 1	„ „	55	„	60
„ 1	„ „	60	„	65
„ 1	„ „	100		
„ 1	„ „	150		

[No return in remaining 4 cases.]

The following are the salaries, school-fees included, of the Catholic teachers:—

	£	£
In 1 case under	10	
„ 4 cases from	10 to 15	
„ 2 „ „	26 „ 30	
„ 1 case „	31 „ 35	
„ 1 „	60	

[No return in remaining 4 cases.]

Character of such schools.

136. The contrast between these salaries and those of the Ward school teachers is very remarkable. The teachers of the non-endowed schools are decidedly underpaid; yet in most cases they seemed happier and more contented than the Ward school teachers. This is easily accounted for. Many of them are religious enthusiasts who believe that they have a vocation to resist the secular influences of the Ward schools. Their fervour inspires resignation. Generally speaking, the secular instruction is unsatisfactory. The special reports in the Appendix will give your Lordship a general idea of the condition of these schools. If they enjoyed the advantage of official inspection, and the teachers were subject to the disciplinal influence of periodical examinations, the schools would soon become organized and the teachers efficient

With the *words* of their prayers and catechisms the pupils' heads are abundantly crammed; but the meaning of those words very few have the slightest comprehension.

Were it not for the existence of the non-endowed schools, the children in many parts of the colony would grow up without any education whatever. As instances, I may mention Tuna Puna, Turure, Manzanilla, St. Sylvan's, St. Simon's (Claxton Bay), &c., &c.

Coolie population.

137. During the ten years ended December, 1867, there were introduced into the colony, at the public expense, 18,083 Indian, and 1,060 Chinese immigrants. It is estimated that, at present, the Asiatic immigrants number about 20,000—that is, upwards of one-fifth of the population. Trinidad rarely becomes the permanent home of the Coolies. They first serve out their period of indentured apprenticeship, and then engage in various employments, or in trade. They make money, hoard it up, and in course of time return with it to India. In round numbers, the Immigration Department costs about £50,000 a year, or nearly a fourth of the revenue of the island. I have not at my command a statement of the number of Coolies who periodically migrate back to India, or of the amount of money drained away from the island by such migrations. The number and the amount must be very considerable. Just as I was taking my departure from Trinidad, a ship lay in the Gulf of Paria—to be, in a few days, passengered by two or three hundred Coolies who were going back to India. The Agent-General of Immigration assured me that one of them was taking away with him a sum of 10,000 dollars, or upwards of £2,000 sterling. It is not for me to observe here upon the economic bearings of so momentous a question. But as nearly everybody whom I spoke to on the subject deplored the facts which I have mentioned, it occurred to me to inquire whether the educational arrangements of the island, in being unfavourable to a wholesome principle of colonization, are in any manner answerable for the system. Coolies were first introduced into the island in the year 1845. A considerable proportion of them are married; and, unlike the Creole coloured race of the colony, they generally have large families. The Coolie is exceedingly attentive and devoted to his children—contrasting, in this respect, very singularly with the Creole; and, being highly intelligent and very cunning, he is able fully to appreciate the importance and value of education. But he is proud of his ancient lineage, is influenced by the prejudices of caste, and declines to associate intimately, or to bring up his children in the same school, with Creoles of the African race. If, therefore, it be deemed desirable to educate the Coolies, exceptional provisions and arrangements are indispensable.

Education of Coolies neglected.

138. The new education system was established in 1851, but up to the present time no attempt whatever has been made to comprehend the Coolies under its provisions. The Ward schools, to be sure, were open to them; and in consequence of the purely secular character of these schools, the religious difficulty had apparently no existence. But the fact remains that the Coolies have deliberately and persistently kept their children away from the Ward schools. Indeed, I did not meet with a score of Coolie children in all the Ward schools of the

island. Private philanthropy has done a little. Mr. Harry Darling, of Lothians—one of the most public-spirited, high-minded, and benevolent men in the colony—tried the experiment of maintaining a Coolie school on his estate. Owing, however, to a variety of causes, it unfortunately was not successful. The Rev. Mr. Morton, a Presbyterian minister, has established a school for Coolies at Iere Village. A brief account of my visit to it will be found in the Appendix. The Rev. Mr. Richards has tried the experiment at Newtown, Port-of-Spain, but, as my report shows, without any particular success. The Venerable the Archdeacon is also trying the experiment on the El Socorro estate. I do not regard the Coolie Orphan Home at Tacarigua as an evidence of the public desire to educate the Coolies. The children of the Home are orphans cast upon the charity of the State. Their sustenence and education are, therefore, only a sort of poor-law necessity.

Facilities for establishing Coolie schools.

139. Now, nothing could be easier than the establishment of a system of education embracing the Coolies. They are massed together in large numbers on the different estates. On some estates the Coolie population is considerable enough to constitute respectably sized villages. I became acquainted with the circumstances and resources of many such estates; as for instance—in the Naparimas, the estates of Beausejour, Concord, Wellington, Golconda and Harmony Hall; in Pointe-a-Pierre, the estates of Concord and Bon Aventure; in Savanetta the estates of Phœnix Park, Esperanza and Providence; in Couva, the estates of Brechin Castle, Sevilla, Perseverance, Exchange and Camden; in Aricagua, the estate of Aranjuez; in St. Joseph, the estate of St. Augustine and in Tacarigua, the estates of Orange Grove and Macoya. Besides the estates just mentioned, and which are of more than average magnitude, there are many places in which the Coolies could produce ample materials for the establishment of schools. The district of Cocorite, in which the Leper Hospital is situate, is one where most certainly there ought to be such a school. On the occasion of my visit to the Leper Hospital, the Catholic chaplain drew my special attention to this want. The Rev. John Morton, Presbyterian Minister of Iere Village, in a letter addressed to me, says:—

> "The State should bring education as far as possible to the mass of the people. Is the Ward school system not defective in this?
>
> "The Coolies are an important part of the population and it is doing little for them. In some places there are children enough for two schools—one Creole and one Coolie. In such cases should not two schools be provided? In other cases might not two Coolie schools be under one teacher, with short hours—one meeting in the forenoon and the other in the afternoon and with such arrangements as might be made on estates at very little expense?"

Coolies negelected morally and intellectually.

140. Now the Government has exhibited a paternal solicitude for the physical wants and comforts of the indentured class of Asiatic immigrants: it has required that hospitals shall be provided for them on the estates; that medical attendance shall be every week at their service; and even—in compliance with an ordinance passed during my stay in the colony—that cooked food shall be provided for them during the first six months after their allotment to an estate. But the solicitude of the State ended here. The moral and intellectual necessities were overlooked. The Coolie's mind was left a blank. No effort was made to induce him, through the awakening intelligence and dawning prospects of his children, to associate the fortune or the future of his family with the colony. It is therefore that—collaterally, and I believe legitimately—I connect the magnitude of the periodical exodus of the Asiatics with the educational system, which fails to provide for their children acceptable schools. I cannot call to mind any other case of a people who, having voluntarily come to a strange land which they enriched by their labour, were—morally and intellectually—so completely neglected as the Coolies have been during the past twenty-four years.

The Coolie mind.

141. My experience of the Coolie mind was limited to the Tacarigua Coolie Orphan Home; the Coolie schools of Rev. Mr. Richards and Rev. Mr. Morton; and the few Coolie children I met scattered through the Ward and Borough schools. One of the cleverest children I met in the colony was a Coolie boy in the Borough (Town Hall) school, Port-of-Spain. Indeed, wherever I met a Coolie child who had been a reasonable time at school, I found him, in all the best qualities of the mind, to be immensely superior to the Creole of African blood. In powers of discernment and reflection, the Coolie ranks high, the Creole low. The Coolie possesses a tenacious and solid memory; the memory of the Creole is uncertain and weak. The Coolie can readily recognise the meaning and application of arithmetical processes; the Creole is utterly unable to deal logically with numbers. The Coolie's definitions or statements are off-handed and clear; the Creole's are hesitating and obscure. In short, the Coolie possesses, in a remarkable degree, those qualities in which the Creole's mind is deficient.

142. In flexibility and aptness, the mind of the female Coolie is immeasurably inferior to that of the male Coolie. The phenomenon is quite perplexing. The Rev. Mr. Richards, of the Coolie Orphan Home, who has had great experience of the Coolies, remarked to me that he had observed the same striking disparity between the minds of the boys and those of the girls. The reverend gentleman added, that whilst the Coolie boy, after quitting school, almost invariably turns out well, the Coolie girl, unhappily, does the reverse. I may here mention that I observed no such disparity of mind between the male and the female Creoles as that just referred to in the case of the Coolies. Infinitely the best answering in arithmetic which I met with in the primary schools of the colony was at the Girls' Model School, Port-of-Spain; but I attributed that more to the superiority of the teaching than to any mental excellence possessed by the girls over the boys.

Disparity between minds of male and female Coolies.

143. The adult Coolie is by no means free from serious moral defects. It must be observed, however, that the State leaves himself and his family uninfluenced by any humanising agency except the mere administration of the law. But were the Coolie children undergoing an efficient course of training at school, there might come into play, even upon the parents, a series of reflective influences inculcating a respect for truth and other virtues which are at present wanting in the Coolie character. Examples are not unfrequent, even in England, of the family tone and discipline being improved by lessons brought home from school by little children. I therefore strongly urge the propriety of extending to the Coolies an opportunity of participating in the advantages of the public system of education.

Coolies should be educated.

144. I would recommend that the proprietors of estates should be encouraged to open schools for the special accommodation of Coolie children. As regards salaries, religious instruction, &c., I would treat such schools in exactly the same way as the ordinary schools. The two fundamental principles characteristic of the proposed system of public education should be strictly applied to the Coolie schools, viz., (1) they should be open to all comers, and (2) all comers should be protected from even the suspicion of proselytism. If the observance of these fundamental rules were guaranteed, the Coolie might then be safely entrusted with the secular and religious training of the children of his own caste.

Recommendation.

145. Lord Harris, when founding the Board, said that he was making it larger than might appear advisable for practical purposes; but that it was as well, in the commencement, to have the opportunity of at once receiving suggestions from a considerable number of persons intimately acquainted with different portions of the community. The members of the Legislative Council were to be *ex-officio* members, and six other members were to be named by the Governor. The Legislative Council at that time probably consisted of about 12 members; so that the original idea of the constitution of the Board was that there should be about 18 members, exclusive of the Governor.

The Board of Education.

The Board at present consists of:—

1. His Excellency the Governor, President.
2. The Honourable C. W. Warner, C.B., Attorney-General, Vice-President.
3. The Honourable J. S. Bushe, Colonial Secretary.
4. The Honourable H. Mitchell, M.D., Agent-General of Immigrants.
5. The Honourable Frederick Warner.
6. Mr. Justice Bowen.
7. H. Deighton, Esq., Principal of the Queen's Collegiate School.
8. H. W. Caird, Esq., Principal Assistant-master of the Queen's Collegiate School.
9. J. Driggs, Esq.

The above 9 are members of the Church of England, and the following 3 are Roman Catholics:—

10. The Honourable George Garcia, Solicitor-General.
11. Mr. Justice Fitzgerald.
12. M. M. Philip, Esq., Mayor of Port-of-Spain.

The Secretary is R. J. L. Guppy, Esq., who is a member of the Church of England.

The Mayor of Port-of-Spain and the ex-Mayor are *ex-officio* members of the Board.

At present Mr. Philip represents both these functionaries, whilst, in his private capacity, he is himself a member.

His Excellency the Governor was pleased to honour me with a seat at the Board, but with my departure from the island my membership necessarily ceased; so that I deal with the Board as a body of 12 members, of whom 9 are Protestants and 3 are Catholics.

Considerations connected with composition of Board.

146. The Census of Trinidad for 1861 does not distinguish the numbers of the various religious denominations then composing the population. The Census of 1851, however, shows that in that year the Christian population consisted of 64,013, of whom 43,605, or more than two-thirds, were Catholics. It was stated to me that, during the eighteen years that have elapsed since the enumeration from which I have quoted was taken, the proportion of Catholics to Protestants has been altered by the immigration of considerable numbers of Creoles from Antigua and Barbados, where the population is chiefly Protestant. On the other hand, the leading Catholics whom I have consulted maintain that the proportions of '51 are still sustained. The effect, however, of any numerical preponderance of Catholics upon the adjustment of educational affairs is resisted by the Honourable Charles Warner, Attorney-General, who says:—

> "They (the Catholics) may be a majority in numbers; but, painful as it is to challenge such comparisons, I deny that the majority of property and intelligence is with the Roman Catholics."—(*Vide* inclosure in despatch No. 9, of the 8th January, 1868.)

As regards property, the Honourable George Garcia, Solicitor-General, comes to a different conclusion; for, in an elaborate statistical paper which he kindly prepared for me, he shows that six-elevenths of the wealth of the island are possessed by Catholics. The criterion which determines relative intelligence is a matter of too delicate a character to submit to investigation. When, however, revolving this unpalatable topic in my own mind, I could not overlook the fact that, of the boys whom I found attending upper-class schools in Port-of-Spain, *one hundred and twenty-eight* were Catholics, and only *sixty-one* Protestants.

Public confidence.

147. In support of the propositions which I am about to make, I require to consider nothing more than the fact that public confidence in the Board is essential to the success of the educational system. Without public confidence there is no moral power in any organization. It is the heart's blood of a community; the natural fruit of an equality of privileges.

Board to consist of an equal number of catholics and Protestants.

148. I accordingly recommend that, at the very fountain of the system, public confidence be secured by the establishment of a Board consisting of an equal number of Catholics and Protestants. It is clear, from what I have already said, that the Protestant section of the community could have no ground of complaint with this arrangement; and from observations in the Archbishop of Port-of-Spain's Petition to His Excellency the Governor, on the subject of Education, I conclude that the Catholics would be entirely satisfied with it.

Representative capacity.

149. I would further desire to see each member a representative man—an interpreter of the views, and an exponent of the principles, of the Church to which he belongs. I would therefore invite the Archbishop of Port-of-Spain to submit to the Government a number of names for selection—say twice as many as the number of Catholic seats to be filled at the Board; and, similarly, I would invite the Bishop of Barbados or the Archdeacon of Trinidad, on the part of the Protestants, to submit a corresponding list of names.

From such lists the Government should select the members of the Board.

Number of members.

150. The number of members consisting the Board is an important consideration. I think that twelve would be a good working number—large enough for a comprehensive representation, and small enough for the patient transaction of business. The meetings should be regularly and frequently held. Even if there were no special business to be transacted, a periodical meeting of the members would be useful. The perusal of the Inspector's reports would, in such cases, be an available resource; and, as education is inexhaustible in its details and application, the matter of every report would probably afford ample material for salutary discussion.

Meetings.

151. Once a month would, I think, be often enough for the meetings. In his instruction to the members of the original Board, Lord Harris laid down that "there should be a general meeting of the Board once a fortnight." He intended the Board "to have for its object," as he said, "the consideration of the various circumstances referring to the subject of edu-

cation;" and he directed it to report on the subject to the Governor, and furnish recommendations for his consideration and adoption. Had the Board, in compliance with these instructions, met as often as was proposed, and deliberated upon the effects of the system it was administering, the imperfections which, in this report, I regret to have to dwell upon so much, might have been avoided or rectified.

Inactivity of Board.

152. But the Board, I am afraid, allowed the system to crystalize before any appreciable consideration had been bestowed upon the form which, under the light of experience, it should eventually assume. Infants' schools were to have been established; evening schools opened; lending libraries instituted; industrial instruction imparted; the sciences that aid mechanical and industrial developments were to have been cultivated; books specially adapted to the colony were to have been written; and the means and opportunities for obtaining instruction were to have been afforded to every child in the island. But none of these things have been accomplished. Scarcely one of them has been even attempted. I have read the minutes of the Board, and I do not find that its members have ever addressed themselves to the various projects which Lord Harris recommended to their consideration. Now, it is to be borne in mind that neither managers nor local committees were called into requisition. The Board directly and exclusively managed the 30 Ward schools, the 2 model schools, and also the Queen's Collegiate School. These schools are scattered all over the island. The teachers are appointed, promoted, depressed, rewarded, &c., by the Board. Every detail of management and superintendence is vested in it. Its Secretary is the Inspector. It controls an expenditure of £8,800 a year. Yet the members meet but rarely. Lord Harris's instruction that they should meet fortnightly is completely disregarded. If the Board's minutes exhibit an accurate record of its meetings and proceedings, it would appear from a review of the last five years, for example, that in 1864 there were only 4 meetings; in 1865, only 1 meeting; in 1866, only 1 meeting; in 1867, only 3 meetings; and in 1868 only 4 meetings—just half the number of meetings in five years, that Lord Harris intended to be held in one year. Even during the current year there had been, up to the 8th April, the day of my departure from the island, only 2 meetings of the Board.

To meet once a month

153. If the re-constructed Board should meet, as I have suggested, once a month, the public requirements would, I am sure, be amply satisfied.

154. The Inspector is R. J. Lechmere Guppy, Esq., F.G.S., F.L.S., who also acts as Secretary to the Board. His salary is £500 a year, including his travelling expenses. He visits the Ward, Borough, Model, and Normal schools, and superintendends the annual Cambridge local examinations in connexion with the Queen's Collegiate School. His reports are inscribed in a book which he keeps for the purpose. These reports are not submitted or addressed to anyone; but they are liable, I presume, to be examined by the Board and the Government. Mr. Guppy is master of his own arrangements, and furnishes no journal or weekly report of his proceedings to the Board. He has held his present position since the 1st of June, 1868. From that time to the end of March, a period of ten months, he has, I find by an examination of his school register, been 90 days engaged in the actual inspection of schools, examinations, &c., &c.; that is, on an average, 9 days a month. Thirty-four of the 90 days were spent on duty connected with the schools of Port-of-Sapin.

155. I am of opinion that the practice of including the travelling allowances in the general salary of a public officer is a mistake. It is much better to give an adequate salary; to pay the locomotive expenses actually incurred; and to make an allowance for personal expenses when the officer is absent at night from home.

156. Should a considerable increase in the number of the schools result from a reorganization of the system of public education, a second Inspector would be required. In that case the colony might be divided into two districts—the northern, having its head-quarters at Port-of-Spain; and the southern, having its head-quarters at San Fernando.

157. Every school should be inspected at least three times a year.

158. The Board of Education should have a Secretary—to communicate with the managers, to receive the reports of the Inspector, to prepare the business for the Board's meetings, &c. The Inspector should not, I think, be the Secretary. If the duties were not heavy enough to absorb the whole of the Secretary's time, the Government might impose upon him additional duties in some other department.

159. In consequence of the difficulties of locomotion and the want of hotel accommodation, I would strongly recommend, with a view to an efficient inspection of the schools, that, at the Police Stations of Arima, Mayaro, the Mission (Savanna Grande), San Fernando, and Cedros, there should be a spare room for the accommodation of the Inspector of Schools. The wife of the constable might have the care of the room, and undertake the necessary cooking, &c., at a fixed charge, to be paid by the Inspector. Other public officers might avail themselves of the same accommodation, and the arrangement might thus be productive of advantage to the public service generally.

160. The observations which I have just made, as to the want of hotel accommodation, show that the impediments to the spread of education in Trinidad are not confined to the apathy of the people, to the unsatisfactory qualifications of the teachers, to the unattractiveness of the schools, to the irregularity in the pupils' attendance, or even to the most pressing defect of all—the want of local management. *"The road must precede the schoolmaster" is an aphorism of the Governor's.* The want of roads is, indeed, a most serious impediment to the spread of education. It would be impossible to exaggerate the gravity of this consideration.

Squatting

161. The next external impediment is the unsettled condition of many parts of the country. Squatting is unfavourable to peaceful government, to the spread of religion, and to the diffusion of education. Three-fourths of the surface of the island remain unoccupied by recognised proprietors. Accordingly, next to the making of roads, the settlement of wild districts is an element of vital importance in connexion with the education of the people.

Police

162. The police arrangements are admirable. To the Inspector-Commandant, Lionel M. Fraser, Esq., I am much indebted for various facilities which I experienced in my journeys through the colony. I have just suggested how the police regulations might be made ancillary to an effective inspection of the schools. I believe that an extension of the police organization, by aiding in the suppression of squatting, by favouring the settlement of remote places, by securing order, and inspiring public confidence in the Government, would materially aid in promoting the establishment, on a permanent basis, of a flourishing system of education.

The Governor

163. The Governor has, I know, all these important projects under consideration; but it is not, I trust, irrelevant to allude to them here, or, in the interests of education, to suggest promptitude in their execution.

Second part of inquiry

164. The second part of my inquiry related to the education of the middle and upper classes.

Collegiate establishments

165. I found two distinct collegiate establishments in operation—one called the Queen's Collegiate School, projected, managed, and supported by the State; the other called the College of the Immaculate Conception, founded and supported by the Catholics of the colony. I shall, I think, best fulfil my instructions by describing in detail each of these institutions. I begin with the—

QUEEN'S COLLEGIATE SCHOOL

Queen's Collegiate School

166.

i. In a message to the Legislative Council, delivered on the 1st of February, 1847, Lord Harris said that his education plan "would be rendered complete by the establishment of a college, to which those scholars who might be found fit might be passed on, so that in fact every encouragement would be given to all, however humble their birth, to place themselves in such a position as their talents and their industry would show them capable of supporting."

ii. In 1851 Lord Harris launched his plan of primary education; but in it he comprehended neither the college just referred to, nor a scheme which he also sketched in his message of 1847, of "District schools of a superior sort in which those who excelled in the primary schools might receive still further opportunities of improving and distinguishing themselves."

iii. The question of establishing a college remained in abeyance until the time of Governor Keate, who assumed the Government in 1857. On the 2nd September in that year, the Board of Council passed the following resolutions:—

1. "That in order to place within the reach of the youth of the Colony, the opportunity of obtaining a classical education at a moderate charge, there be established in the town of Port-of-Spain, at the public expense, a collegiate school.

2. "That such collegiate school be open to students of any religious denomination, and that there be no direct religious teaching, but that attendance at some place of worship be the condition of admittance to, and continuance at, such collegiate school.

3. "That for the purpose of encouraging emulation among the students, there be annual public examinations, and that the two successful candidates for honors at such examinations be entitled to exhibitions, each of £150 for three years, to assist them in prosecuting their studies in Great Britain or Ireland.

4. "That such collegiate school be under the superintendence of the Board of Education, and that the Governor, with the advice of such Board, have power from time to time to make rules for the government of such collegiate school—such rules to be approved by the Board of Council before they are put in force.

5. "That for the purpose of maintaining such collegiate school, there be charged annually on the public funds the sum of £3,000 sterling, and that the income from the fees from students be paid into the Colonial treasury."

iv. Although the resolutions I have quoted were passed in September, 1857, it was not until Easter, 1859, that the school was formally inaugurated.

v. The Legislative Council having prayed Her Majesty to permit the school to be called "The Queen's Collegiate School," Her Majesty was graciously pleased to accede to the prayer.

vi. Having no public building available for the accommodation of the school, and not being prepared to incur expense in the erection of a suitable establishment, the Government rented, at £200 a year, the premises in which the school is at present held.

vii. It would be difficult to conceive any more unsuitable or more uncomfortable house for school purposes than that which was selected. The site is bad. The public street is at the very door. Every passing carriage is heard within. The sun's rays are intercepted by no system of verandahs or shading trees. In the wet season the exposure must lead to inconvenience and interruption. There are three school-rooms—none of them either cheerful or comely, and the furniture appears to be ill-assorted and ungainly.

viii. Mr. Calvert, of St. John's College, Cambridge, was the original principal, but he resigned before the school had been a year in operation. In March, 1860, Mr. Calvert was succeeded by the present principal, Mr. Horace Deighton, A.M., F.R.A.S., Senior Scholar and Prizeman of Queen's College, Cambridge; 21st Wrangler; 2nd Class Honor Moral Science Tripos. Mr. Deighton is a member of the Church of England. His salary is £700 a year, and an allowance for house rent.

The second master is Mr. H. W. Caird, A.M., Exhibitioner of Oriel College, Oxford; 1st Class in Physical Science. Mr. Caird also is a member of the Church of England. His salary is £500 a year. Mr. Caird's appointment dates from March, 1859.

The assistant master is Mr. J. Perse Lambert, A.B., Q.U.I., Junior Scholar, 1858 to 1861, and Senior Scholar 1861 in Queen's College, Cork; Honors in Latin, Greek, and English Language and Literature. Mr. Lambert's appointment dates from May, 1866; he is a Roman Catholic. His salary is £300 a year.

The French master is Mr. Van Schalkwyck; the Spanish and writing master is Mr. Paul. Mr. Van Schalkwyck and Mr. Paul are both Roman Catholics.

ix. One of the rules of the school forbids the admission of illegitimate children, but I was given to understand that the rule had been recently relaxed.

x. The school-fees are:—

	£	
For one pupil, ...	15	a year
For two of the same family, ...	12	a year each.
For three or more of the same family, ...	9	a year „

The fees are paid directly to the Government.

The resolution—passed in September, 1857—of the Board of Council, in justification of the foundation of a collegiate school, professes that the object in view was "to place within the reach of the youth of the colony the opportunity of obtaining a classical education at a *moderate charge.*" Now, "the youth of the colony" could never have had reference simply to the youth of the wealthy classes of the colony; and in the case of a poor man who is the father of a youth desirous of a classical education, the term "moderate charge" can assuredly not apply to a fee of £15 per annum. In such a case the term "moderate" is certainly misapplied. But even to the well-to-do people of the colony such a fee must be looked upon as *high.* Poor and rich know that besides paying the "moderate" fee, they are contributing, in the general taxation, to the maintenance of the school.

Queen's Collegiate school

I visited the grammar school of the neighbouring colony of Grenada, and found that the fortunes of the school had been very seriously influenced by the imposition of a high rate of fees. The scale ranged from £4 to £8 a year,—fees which the Special Commission, appointed in the year 1866 to inquire into the state of the Grammar and Normal schools, pronounced to be higher than most persons in the community are able to pay. The attendance in consequence had fallen down to 7 pupils on the 31st of December, 1866. The Commissioners suggested a reduction in the rates, which now range from £2 10s. to £6 5s. a year. With the adoption of the new scale, the attendance at once increased, and at at the close of 1867 it had reached as high as 26.

xi. The governor has the right of granting free places to the children of deceased public servants who may have left their families in straitened circumstances. Up to the present time 19 free places have been granted; 13 of the pupils occupying those free places are still in the school; 11 of them are the sons of civil servants, and 2 are the sons of a Protestant rector. Of those who are the sons of civil servants, 8 are Roman Catholics.

xii. The year is divided into three terms. The first term commences on the third Monday in January, and ends on the Saturday before Passion Week. The second term commences on the fifth Monday after Easter Monday, and ends on the last Saturday in August. The third term commences on the second Monday in September, and ends on the third Saturday in December.

xiii. The following is the number of pupils in attendance in the first term of each year since the opening of the school—with this exception, that in the case of the first year, 1859, the number refers to the *second* term:—

Year	Number of Pupils			
	Church of England	Other Protestant Denominations	Roman Catholics	Total
1859	24	1	9	34
1860	30	5	14	49
1861	31	4	17	52
1862	39	6	14	59
1863	32	9	20	61
1864	32	6	13	51
1865	34	5	11	50
1866	34	4	14	52
1867	38	4	16	58
1868	46	5	21	72
1869	47	4	17	68

xiv. The total number of pupils who have entered the school during the ten years of its operation is 206.

xv. The school is divided into three classes, each occupying a separate room. In the first or senior class there are 21 pupils, whose average age is 14.8 years; in the second class there are 24 pupils, whose average age is 12.2 years; and in the third class there are 23 pupils, whose average age is 9.9 years.

xvi. The average age of the 68 pupils is 12.2 years.

xvii. Averages are so illusory when the extremes are widely asunder, that I think it right to add the following detailed statement of the ages of the pupils:—

7 years of age	= 1 pupil.	13 years of age	= 9 pupils.
8 „	= 3 pupils	14 „	= 5 „
9 „	= 8 „	15 „	= 4 „
10 „	= 4 „	16 „	= 7 „
11 „	= 12 „	17 „	= 4 „
12 „	= 11 „		

xviii. The curriculum, as laid down in the rules of the school, embraces English, French, German, Greek, Latin, history and geography, arithmetic, algebra, geometry, physics, mechanics, chemistry and natural science.

xix. Of these subjects, however, the following are not taught: German, physics, chemistry, and the natural sciences (with the exception of geology).

xx. Spanish has been added to the course, and is at present taught.

xxi. When Mr. Deighton took charge of the school in 1860, he found only three or four boys who could construe Caesar's Gallic War, only one who had begun Greek, and none who knew anything of Euclid or algebra.

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xxii. Since 1862 some of the pupils of this school have been examined annually, under the provisions of the Syndicate appointed by the University of Cambridge to conduct the examination of students not members of the university.

xxiii. These examinations are, I understand, of a searching and solid character, and so devised as to reduce to a minimum the factitious advantages of mere cramming.

xxiv. The subjects of examination are—a preliminary course, embracing reading, dictation, English grammar, arithmetic, history, geography, and English composition; and a higher course, embracing religious knowledge, English, Latin, Greek, French, German, mathematics, zoology, botany or geology, drawing and music.

xxv. The boys of the Queen's Collegiate School are not put forward for examination in religious knowledge, German, chemistry, zoology, botany, drawing, or music.

xxvi. Preparation for the examination in the other subjects is the basis—the predominant characteristic—of the course of studies pursued in the school. The portion of history, the play of Shakespeare, the books in Latin and Greek, the authors in French, and the branches of mathematics prescribed by the university authorities for the examination, are the groundwork and scope of the instruction in the second and third terms of each year. Even the business of the first term is directed, by anticipation, towards the same object. Masters and pupils seem to be alike animated by an enthusiastic determination to exercise all their energies and employ all their resources to produce creditable results at those examinations. Queen's Collegiate school

xxvii. The examinations held last December embraced, for the senior students, the History of England from 1625 to 1649; Shakespeare's "Merchant of Venice," Cicero, "Pro Milone;" Horace, Epistles, book i.; translation from English into Latin; Thucydides, book vi. 1-51; and Æschylus, "Prometheus Vinctus;" Corneille's "Cid," and Michelet's "Charles le Temeraire;" translation from English into French; Euclid books i., ii., iii., iv., vi., and xi. to Prop. 21; Algebra; Plane Trigonometry; and the Simple Properties of the Conic Sections.

xxviii. In the case of the general body of the students examined in December last, the total failures amounted to 29 per cent amongst the juniors, and to 32.7 per cent amongst the seniors.

xxix. Seven pupils entered from Queen's Collegiate School—6 seniors, and 1 junior. None failed:—4 of the seniors obtained the second class, and 1 the third class, of honours; and the remaining senior student obtained a pass.

xxx. Two of the students were distinguished in English, 3 in Latin, 1 in Greek, 1 in Mathematics and 2 in French.

xxxi. The general result shows that 31.3 per cent of the seniors passed in honours, whilst the percentage of the Queen's Collegiate school-boys of the senior division who passed in honors was 83.3.

xxxii. With regard to this competition the boys of the Queen's Collegiate School labour under a great disadvantage in being excluded from the section "*religious knowledge*," in which, I have been led to understand, the marks are as high as those given for Latin and Greek together. This may, perhaps, serve to account for the fact that none of the boys succeeded in winning a first-class honor. I find, however, that in former years 4 boys at different times carried off first honors, and that one of them obtained the first class on two different occasions.

xxxiii. In 1866, the first place in Latin and Greek was obtained by a pupil of this school.

xxxiv. During the six years ended in December, 1868, 25 different boys of this school obtained certificates; some succeeded once only; some succeeded twice; some three times; and some four times. On an average, each succeeded 1.76 times—so to speak; and the average number of boys certificated yearly was 7.3, or about 1 in 8 on the average attendance of the six years. I consider this a very satisfactory measure of success.

xxxv. In their reports to the Syndicate the examiners from time to time speak very approvingly of this school. For instance, the examiner in Latin and Greek for the year 1865 says:—"There was a marked difference in the style of the papers at the various centres. I might mention Gravesend and Torquay as particularly bad, Liverpool and Trinidad as very good." Respecting the examinations held in December last, the Syndicate reports that in pure mathematics the Trinidad boys have beaten all competitors.

xxxvi. In connexion with the plan of the Cambridge local examinations, in which the pupils can gain only honors, and the school only *eclât*, there is in operation a scheme of exhibitions of a very valuable character. A sum of £900 a year is available for the maintenance of six exhibitions, of £150 each, tenable for three years, at a university in Great Britain or Ireland; and these exhibitions are determined by the position gained by the pupils in the Cambridge examination held in the December of each year. No boy is qualified to gain a university exhibition who has not been a pupil at the school during the nine terms immediately preceding the examination, and who has not passed his seventeenth birthday. A minor exhibition of £50 is awarded to any younger boy who gains the position that would entitle him to the exhibition were he of the required age; but this minor prize is awarded only on condition that he shall remain at the school, and compete at the following examination; and it is not payable until he is about to proceed to Great Britain or Ireland, to enter one of the universities.

xxxvii. Up to the time of my visit, five exhibitions of £150 a year each had been awarded, but one of them had lapsed—the lad who had won it having died before he could sail for England. Four of the boys obtained the prize with first-class honors, and one with second-class honors. I think it a mistake to confer so valuable a prize upon any but a first-honor boy.

xxxviii. In the observations which I have made, I have assumed, and I certainly have no reason to doubt, that the Cambridge local examinations have been honestly conducted.

xxxix. It would be irrelevant to the purpose of this report to discuss the policy of concentrating upon an enterprise of the limited scope and dimensions of the Cambridge examinations, so much of the energy and so many of the aspirations of the community. The subject, however, is one deserving of grave consideration.

xl. During the two days of my inspection of the school, I was able to acquire a thorough knowledge of the routine of the business—the method of teaching, the capacities of the boys, and the efficiency of the teachers.

xli. The school-hours are, on Mondays, Tuesdays, Thursdays, and Fridays, from 9 to 12, and from 1 to 4 o'clock; on Wednesdays and Saturdays, from 9 to 12 o'clock.

xlii. *(a)* The junior school, or third class, consists of 23 pupils, who are subdivided into two divisions—the lower composed of 9, and the upper of 14 pupils. The oldest pupil is 16, and the youngest 7 years of age. The average age is 9.9 years. Mr. Lambert is the master. Of the pupils—

9 are in their first term.
1 is „ his second „
2 are „ their third „
10 „ „ their fourth
and 1 is „ his tenth „

(b) The eighth rule of the school prescribes that no child shall be admitted who fails to pass an examination, to the satisfaction of the principal, in reading, writing, and spelling; but this rule is not rigidly adhered to. At present there is in the school at least one child whose acquirements are below the standard. Queen' Collegi School

(c) The business of this class corresponds with that of the junior department of any well organized school. Reading, writing, arithmetic, grammar, geography, and the rudiments of French and Latin, constitute the course.

(d) Reading is admirably taught. Much attention is given to the recitation of poetry. At the end of the reading lesson an examination upon its subject-matter takes place. This examination is skilfully conducted, and is kept in proper harmony with the intelligence and years of the pupils. Gleig's "History of England" is used as a class reading-book.

(e) Writing is well taught.

(f) As is the case in the elementary schools of the Colony generally, the proficiency in arithmetic is low. Only 2 boys out of 23 were as high as the compound rules.

(g) In spelling and dictation, also, the proficiency is rather low. In writing the names of the days of the week, and the sentence—"The height from the floor to the ceiling is thirteen feet," the 12 senior boys made, each an average of 4 mistakes in spelling.

(h) In geography the answering was fair. The pupils, without difficulty, pointed out on the map the different countries, &c., of Europe; but the British possessions in Europe were not shown with the same readiness.

(i) French is taught by the French master, to whom the boys go in twos and threes at different hours of the day. Although connected with this school since August, 1862, the French master is unable to speak English. He is very successful; but how he commands success in the face of the difficulty I have just adverted to is, to me, a mystery.

(j) In Latin, Smith's "Principia Latina" and Frost's "Eclogæ Latinæ are the extent of the instruction.

(k) The discipline is very good. The manners and deportment of the boys are exceedingly satisfactory.

(l) Removals from this to the middle school, except under very exceptional circumstances, are made only in the beginning of the year.

(m) Mr. Deighton holds a weekly examination of the school.

(n) The estimate I formed of this class is—that in general intelligence, and the knowledge suitable to the years of the boys, it is equal, except as regards arithmetic, to the average of junior schools in Great Britain or Ireland.

xliii. *(a)* The middle school, or second class, consists of 24 pupils, who are subdivided into two divisions, of 12 pupils each. The youngest pupil is 10¾, and oldest 16½ years of age—the average age is 12.2 years. The master is Mr. Caird. Of the pupils—

1 is in his first term in the institution.
1 „ „ „ third „ „ „ „
10 are in their fourth „ „ „
2 „ „ „ seventh „ „ „
2 „ „ „ eighth „ „ „
3 „ „ „ ninth „ „ „
1 is in his tenth „ „ „
2 are in their twelfth „ „ „
1 is in his thirteenth „ „ „
1 „ „ fourteenth „ „ „

The average is nearly 7 terms for each.

(b) The business of this school is a development of that of the junior school, with, in addition, the rudiments of Greek, and, for some pupils, Spanish.

(c) The reading is very fair. The difficulties encountered in the teaching of it, owing to the different languages in common use at the homes of pupils, are very great. Yet the articulation is distinct, and in most cases the accent is good. The matter of the lesson was rather above the pupils' comprehension.

(d) The writing is admirable—the system pursued being that of Darnell. Mr. Paul, the Spanish master, has charge of the writing classes.

(e) In arithmetic the boys displayed an average amount of smartness and accuracy. An exercise of seven lines, in addition of money, was accurately worked by 11 out of the 22 boys who attempted it.

(f) For dictation I gave this exercise:—

"During the months of January, February, April, and September, the weather in some climates is boisterous or squally, and in other climates exceedingly humid and changeable."

The average number of mistakes in spelling made by 22 boys in the writing of this sentence was 2½.

(g) The Latin book of the class is Wright's "Seven Kings of Rome"—a collection of easy extracts from Livy. Mr. Caird's method of teaching is highly intellectual and effective. Every sentence is analysed, and every word assigned its proper position on the black board. If any fault at all were found, it could only have reference to the prolonged and rigorous strain on the mental powers which a thirty minutes' lesson in this method necessarily imposes, especially upon beginners. Yet the mechanical work connected with the black board is, to some extent, a relaxation of this strain. A few of the boys certainly appeared to be quickly fatigued and to grow listless, but the general effect on the class was animating—indeed almost inspiriting. Mr. Caird is an enthusiast. His energies appear to be inexhaustible. His indifference to his own ease or comfort is quite surprising. Besides, he has a natural aptitude for demonstration. Hence this analytical system could not fail to succeed under his tuition. With a less sanguine or less anxious—although equally careful and conscientious—teacher, it might prove an utter failure.

(h) The Greek grammar is begun in the senior division of the class.

Queen's Collegiate School

(i) English and Roman history are taken up as reading exercises.

(j) Discipline and general demeanour excellent.

The notion is very general that a clever man would spurn the drudgery of teaching elementary things, and that if he attempted it he would be sure to fail. Now, this school affords a very interesting illustration of the groundlessness of such an opinion; for Mr. Caird is both clever and accomplished, and without any airs of condescension or humility, he pursues most energetically and devotedly the humblest duties connected with teaching, with, I cannot hestitate to acknowledge, a very reasonable measure of success.

xliv. *(a)* The head school, or first class, consists of 21 pupils, subdivided into a higher division of 8, and a lower division of 13 boys. The youngest boy is 12, and the oldest 17 years of age. The average age is 14.8 years. The principal himself undertakes the special tuition of this class. Of the pupils—

1	is	in	his	sixth	term	in	the	school;
2	are	in	their	seventh	„	„	„	„
2	„	„	„	ninth	„	„	„	„
3	„	„	„	tenth	„	„	„	„
1	is	in	his	eleventh		„	„	„
1	„	„	„	twelfth		„	„	„
1	„	„	„	thirteenth		„	„	„
1	„	„	„	fourteenth		„	„	„
1	„	„	„	fifteenth		„	„	„
1	„	„	„	nineteenth		„	„	„
1	„	„	„	twenty-first		„	„	„
2	are	in	their	twenty-second			„	„
2	„	„	„	twenty-fifth			„	„
2	„	„	„	twenty-seventh			„	„

(b) The course in this class has special reference to the requirements of the Cambridge examinations. Seven of the boys in the higher division are those who were presented for examination last December. The remaining boy of this division has been 25 terms in the school, but I have not the means of saying whether he ever obtained a certificate from the university examiners.

(c) I have carefully investigated the routine of the lessons and the general organization of the classes. The routine is skilful, and the general organization judicious. No one is ever idle. If not immediately under tuition, the boys are engaged at the desks, pursuing some scientific investigation; or writing some exercise in Latin, Greek, or French; or working upon paper some series of questions in mathematics. Even at home the work of the boys is incessant. Those in the senior division, besides coming prepared in the set business of each day, have to bring with them to school a Greek exercise every Monday and Friday; a Latin exercise every Tuesday, Thursday, and Saturday; six miscellaneous examples in arithmetic every Wednesday; an algebraical exercise every Saturday; and an English composition exercise every Monday. I have now before me, as I write, a set of those exercises which, in ordinary course, had been intended for Mr. Deighton's eye only, and which fell into my possession in a purely incidental manner. The style of the exercises surprises me. The penmanship is finished, the notation of mathematical signs and formulæ is as clear as print, and the matter itself is succinctly and logically expressed. One of the Latin exercises which I examined was a prose composition. The language in nearly every case was good, and the construction grammatical. In a few instances, to be sure, there were errors. But that which struck me most—the theme being the same for all—was the variety of suitable treatment and appropriate words which the several exercises exhibited.

(d) The junior division of the class had Xenophon for the oral lesson of the day. The answering showed a fair facility in translation, and a pretty ready acquaintance with the Greek grammar. Those who learn Greek do not learn Spanish.

(e) In the senior division the business of the day in Latin was an oral translation of part of the first book of Livy; some had previously read the 21st book. In general, the character of the translation was good. In the case of one boy, however, I was completely astonished by the masterly English in which, and the eloquent readiness with which he translated some passages. The classical system of the school is based upon sound principles. Its object is to inspire a genuine appreciation of the great ancient writers.

(f) In geometry the proficiency is fair; the important practice, however, of expressing a demonstration in general terms has not been even partially adopted. I tried the seniors with a deducible. Most of them set about it pretty intelligently, and three of them were successful.

(g) Mr. Deighton gave the seniors a lesson in mechanics in my presence. It would be difficult for me to express my admiration of his manner, his method, his clearness, his impressiveness, and his skill in parcelling out the lesson into well-defined and lucid stages. A better specimen of sound and fruitful teaching I have never witnessed. His style is not showy, but it is deliberate. In his instruction there is no glitter, no shallow amplification, no gliding over the substance or the essence, no hollowness, no want of earnest aim and honest purpose.

(h) The Latin and Greek books of the year are determined, as I have mentioned, by the requirements of the Cambridge local examinations. The ordinary course, subject to modifications to suit the Cambridge programme, embraces—in Latin, Cæsar, Sallust, Juvenal, Virgil, Horace, and Ovid: and in Greek, Homer, Herodotus, Xenophon, Demosthenes, Thucydides, &c.

(i) The higher division of this class may advance a legitimate claim to the title "Collegiate." In every sense, at least 7 of the boys are up to the mark of college students. The remainder, however, belong to the common run of school-going, school-aged, and school-conditioned children.

xlv. The table which I have compiled, showing the time spent in the school by each pupil, suggests many interesting considerations. In the junior school, some are in their first term, and 1 is in his tenth. In the middle school, 1 is in his first term, and 1 is in his fourteenth. In the upper school, 1 is in his sixth term, and 2 are in their twenty-seventh. Perfect classification, having such extremes to deal with, must be a difficulty. I cannot understand why there is not, so to speak, a greater crop of advanced boys, seeing that the school has been ten years in existence, unless the reason be found in the well-known repugnance which youths of sixteen or seventeen, on the verge of manhood, have to an association with mere children as school companions and competitors. Indeed, age is held forth in the rules as a barrier to the pursuit of learning within the walls of the school, for it is laid down that "no pupil shall continue at the school after the end of the term in which he shall attain the age of nineteen years."

Queen's Collegiate School

There are only 8 boys who have been in the school more than five years. Some, it is true, have gone to England—four as exhibitioners; but the question suggests itself: Why is this number so low as 8?

xlvi. At the end of the third term of each year, a public examination of the pupils is held, and a premium awarded to the best boy in each class. The first place is determined by a combined consideration of the marks obtained throughout the year, and those obtained at the final examination. Standard works are selected for the prizes. Those given last year were:—

First Class . . . Whewell's History and Philosophy of the Inductive Sciences.
Second Class, . . . Hallam's Literature of Europe.
Third Class, . . . Scott's Poetical Works.

xlvii. I cannot avoid observing that the æsthetical element is singularly overlooked. Neither music nor drawing is taught. The Principal desiderated the latter very much, but a former Governor, himself an amateur in art, declared that drawing was an affair of intuition. He accordingly declined to sanction the employment of a master of the subject. I received no explanation as to the exclusion of music. Again, the physico-scientific element is strangely in the back-ground. There is no laboratory—no apparatus to illustrate the physical sciences. There is no museum of geology, although Mr. Caird gives instruction in the science. The walls are destitute of charts of natural history and natural phenomena. There are no diagrams of machinery, or illustrations of discoveries. In short, an English village school would exhibit more of the amenities of education than this collegiate institution.

xlviii. I have made the following analysis of the professions &c., of the fathers of the boys:—

(a)	Sons of members of the public service,	28
(b)	„ „ rectors,	3
(c)	„ „ merchants,	14
(d)	„ „ proprietors or planters,	13
(e)	„ „ doctors of lawyers,	3
(f)	„ „ accountants or others,	7
		68

xlix. In a community of which the white population forms so small a proportion, and in the working of a system of education in which Lord Harris expected that "every encouragement would be given to all, however humble their birth," it would be only reasonable and proper to find a strong mixture of the coloured element amongst the pupils. With my untutored eye I could discriminate only a few whom I could suspect to be coloured; and of real black pupils there were certainly none. But I obtained a return, from which it appears that of coloured boys there were—in the first class, 3; in the second class, 6; and in the third class, 4; or, in all, less than a fifth of the school. My observations as to the proficiency and capabilities of the pupils must be interpreted, therefore, as having reference mainly to a set of children of pure European parentage. One of the exhibitioners is a coloured lad; but, on the other hand, the only boy in the senior division of the first class who has not obtained a certificate from the Syndicate of Cambridge University, is a coloured lad also.

l. The rules provide that every boy shall deliver to the Principal on the first day of each term a certificate that during the last preceding term he had attended his place of worship and received religious instruction. The certificate must be signed by the clergyman, or by the parent or guardian of the boy. The certificates for the last term of last year were submitted to me for inspection.

The Catholic boys get no special religious instruction from any clergyman.

On this point I took care to be accurately informed. The certificate signed by the parents or guardians must, therefore, be of a very vague character.

The Protestant boys attend the Rev. Mr. Richards, at his school in Cambridge-street, on Wednesdays in the afternoon. I was present on one occasion. Of the 51 Protestants in the school, only 20 were present. Mr. Richards, I should mention, observed that this attendance was smaller than usual. The instruction consisted in the reading and elucidation of a chapter of the Bible.

li. The amount expended in 1868 upon the Queen's Collegiate School was £2,694 1s. 2½d. This sum was expended as follows:—

	£	s.	d.
Salaries to teachers,	1,800	0	0
Rent,	200	0	0
Premiums,	16	17	6
Exhibitions,	450	0	0
Miscellaneous,	227	3	8½
Total,	£2,694	1	2½

The amount available for exhibitions is £900, but in 1868 only half this sum was expended.

The amount of fees received during the year was £727 15s. 10d. Deducting from the gross expenditure the amount spent on exhibitions, and the amount of fees received from the pupils, I find that the net expenditure from the funds of the colony, for an average of 70 pupils during the year, was £1,516 5s. 4½d.; or an average of £21 13s. 2d. per pupil.

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167. Before making any general observations in reference to the policy and the future of the Queen's Collegiate School, I had better, I think, pass on to a description of the rival establishment—the

College of the Immaculate Conception

COLLEGE OF THE IMMACULATE CONCEPTION

i. On the 2nd September, 1857, the Board of Council passed the resolution which authorized the establishment of the Queen's Collegiate School.

ii. The second resolution, which provides "that such collegiate school be open to students of any religious denomination, and that there be no direct religious teaching," appears to have at once aroused the opposition of the Roman Catholics.

iii. Immediately after the passing of the resolution of the Board of Council, the Roman Catholics held a public meeting, the Archbishop being in the chair, to protest against the principle on which the new Collegiate School was to be founded.

iv. At this meeting a petition to Her Majesty was adopted, in which it was affirmed—"That the principles laid down in such resolutions" (those relating to the foundation of the Queen's Collegiate School) "are opposed to the convictions of all Roman Catholics, who cannot admit to be beneficial any system of education which is not founded on religion."

v. The controversy appears to have then fallen for a time into abeyance. The opening, however, of the Queen's Collegiate School, at Easter, 1859, provoked its revival. Only 9 Catholic pupils entered the new school during the first two terms of its operation. A persistent hostility manifested itself on the part of the Catholics throughout the years 1859, 1860, 1861, and 1862—the hostility being demonstrated by the fact that the Catholics kept their children away. At the end of 1862 there were only 13 Catholics attending the Collegiate School.

vi. In 1863 the Roman Catholics, at an expense of nearly £1,700, established the Roman Catholic college. A Catholic college for lay scholars, established in the year 1836, by the Right Rev. Dr. McDonnell, had, for various reasons, already ceased to exist.

vii. The new Roman Catholic college was placed by the Archbishop, the Most Rev. Dr. English, under the charge of the "Fathers of the Congregation of the Holy Ghost," and was called "The College of the Immaculate Conception."

viii. The Fathers of the Congregation of the Holy Ghost are a distinguished teaching community in the Roman Catholic Church. In France their organization is very extensive. In Ireland they have a large and important establishment, which is yearly advancing in public estimation, and is recognised as one of the most efficient schools in the country.

ix. There are 12 professors, of whom 5 are priests, 1 is an ecclesiastical student, and 6 are lay brothers. Of the 12 professors, 6 are English, and 6 are French. The Very Rev. Father Corbet is the Principal. The professors are Fathers Brown, O'Hanlon, Muller, Sundhauser, Duval, and Cellier; and brothers Louis de Gonzaga, Fritsh, Patrick, Edmond, Auguste, and Regis.

x. The buildings in which the school is held consist of two different establishments, separated from each other by one of the public streets. One part of the establishment is the old house, which was formerly used as a seminary; the other part is the new building, expressly designed and erected for the new Catholic college.

The old house is in a somewhat neglected and dilapidated condition.

The new house is a neatly designed structure, containing capacious school-rooms, refectory, dormitories, &c., &c., &c.

The play-grounds are spacious. The swimming bath is large enough to accommodate several at a time. The architecture is, of course, peculiarly adapted to the exigencies of the climate—delighting in plenty of shade and endless means of ventilation. The material of the building is wood.

xi. The pension for boarders is £40 a year, and for half-boarders £22 10s. a year. The pension for senior externs is £1 5s. a month, and for junior externs 16s. 8d a month.

xii. There are 111 pupils in the school, of whom 56 are boarders.

xiii. Of the 56 boarders, 33 are full boarders, and 23 half-boarders.

xiv. The full boarder is the same in all respects as a boarder in a European school.

xv. The half-boarder follows the same rule, and is subject to the same discipline, and scholastic regulations, as the full boarder, but he is "nourished" by his parents.

xvi. The half-boarders sit together in the refectory. Their food is brought to them from their homes. The arrangements to effect this are very interesting. To me they were quite novel. A few minutes before meal time, may be seen, at an outer door, servants and messengers bearing the food in covered dishes, tureens, &c. A steward of the school receives the dishes, &c. Each dish or plate bears a distinctive mark, or the name of the boy for whom it is intended. The steward then lays each dish, &c., in the place allotted to the boy for whom it is intended, just as if prepared in the cuisine of the school.

xvii. The professors take their meals at the same time as the boys, and in the same room with them.

xviii. During the dinner, one of the boys in turn occupies the pulpit, and reads some appropriate lesson; the language being English and French on alternate days.

xix. When a stranger is the guest of the professors, and also upon fete days, there is a relaxation of the rule, and free conversation is permitted.

xx. I have seen, in many countries, boys and men, as school-boys and students, in the refectory at meals; but I am bound to say that I never on any occasion observed a more gentlemanly or more refined gathering around a community or college table, than on the day I visited this college to see the boys at dinner.

The food was simple, but generous and wholesome; the appointments of the table were plain, but decent; and the conversation, though free and good-humoured, was neither ill-mannered nor boisterous.

xxi. There are no free places in the school, but the superior informed me that, from one cause or another, some of the parents are anything but punctual in their payments, and that, so far as the revenue of the establishment is concerned, their want of punctuality is nearly as inconvenient as would be the institution of a certain number of free places. In point of fact, there are some who do not pay at all; there are others who, having brothers in the college, pay only a commuted rate.

xxii. The pension for boarders is, I think, exceedingly moderate. It is surprising how, in an extremely expensive place like Trinidad, so much can be given for £40 a year. The pension for the half-boarders—£22 10s. a year—is, I think, equally moderate. College of the Immaculate Conception

The pension for externs, which, except in the preparatory class, is at the rate of £15 a year, I consider rather high. I do not mean to say too high for the value which is given—but too high to enable the portals of learning to be opened to any but the well-to-do classes. Considering, however, that the conductors of the school receive no aid from the State, I can very readily appreciate the difficulties which beset them in respect to a reduction of fees.

xxiii. There are two vacations in the year; one from Christmas to the beginning of February; the other extending over a fortnight in June.

xxiv. Although the school was established in 1863, the classes were not in real working order until 1864. In a short time the number of pupils had amounted to 100; the number is now 111

xxv. The school, although essentially Catholic in its organzation, has been always open to Protestants. There were 2 Protestant pupils in 1864, 5 in 1865, 6 in 1866, 3 in 1867, and 3 in 1868. At present there are no Protestant pupils in attendance.

xxvi. The organization of the school embraces three courses :—

1. The preparatory course.
2. The commercial course.
3. The classical course.

xxvii. The preparatory course comprehends reading, writing, arithmetic, English and French grammar, history and geography.

The commercial course embraces reading, writing, mathematics, natural sciences, book-keeping, grammar, geography, history, and literature.

The classical course extends from the rudiments of the Latin and Greek grammars to the study of the great ancient authors, and also of some of the principal fathers of the Church. Of the latter class, St. Basil's Discourse on Profane Authors; St. John Chrysostom on Flavian's Return; and the Lives of Joseph, Ruth, and Tobias, from the Septuagint, are the principal examples that came under my notice.

xxviii. English and French are obligatory studies upon all. Spanish and German are optional.

xxix. Pursuing the preparatory course there are 52 pupils; the commercial course, 8 pupils; and the classical course, 51 pupils.

xxx. The classical pupils all learn a course of English; but neither the commercial nor the preparatory pupils learn classics.

xxxi. Drawing, vocal music, instrumental music (including the instruments of a full band), and the pianoforte are also part of the curriculum

xxxii. The following are the ages of the pupils :—

Under 9 years of age,			11
Next birth-day	10	years of age,	18
do.	11	do.	10
do.	12	do.	16
do.	13	do.	12
do.	14	do.	18
do.	15	do.	10
do.	16	do.	8
do.	17	do.	4
do.	18	do.	4
		Total,	111

The average age is slightly over 12 years.

xxxiii. I visited the College on several days, and had ample opportunity of witnessing the method of instruction, and testing its results.

xxxiv. There are 51 boys learning the classical course. This course is divided into eight sections, only six of which, however, have pupils at present.

(a) In the eighth or lowest section there are 16 pupils; the business consists of the " Principia Latina," Part II, and the Epitome Historiae Sacrae.

(b) In the seventh section there are 16 pupils; the business consists of the Latin grammar as far as Syntax, the Epitome Historiae Sacrae, and De Viris.

(c) In the sixth section there are 5 pupils; the business consists of additional parts of the Latin grammar, Fabulae Phaedri, De Viris, Cornelius Nepos, the Greek grammar (abridged), and Enchiridion or Æsop.

(d) In the fifth section there are 7 pupils; the buisness consists of the Latin Grammar as far as the syntax of pronouns, Cornelius Nepos, Justin, Ovid, the Greek grammar as far as contracted verbs, and Lucian.

(e) In the fourth section there are 3 pupils; the business consists of the whole of the Latin grammar, Latin prosody, Caesar, Virgil, Cicero, the Greek grammar as far as supplement to verbs, Homer, Xenophon, and Plutarch.

(f) In the third section there are 4 pupils; the business consists of the whole of the Latin grammar, Latin prosody, a treatise on Latin Elegance, Cicero, Virgil, Sallust, the whole of the Greek grammar, Homer, Plutarch, St. Basil's Discourse on Profane Authors, and St. John Chrysostom on Flavian's Return

xxxv. There are as yet no pupils sufficiently advanced for either the first or the second section. I therefore make no note of these sections, having had no opportunity of testing the judiciousness of the business appertaining to them.

xxxvi. The classical system of instruction is peculiar. The pupil first reads aloud a few sentences of the Latin or Greek business of the day; he next transposes the language into the *ordo*; and then he translates into French. The fluency with which this was done in the different sections, especially in the third, was quite remarkable. I inquired if the translation was ever into English. Systematically it was not, I was informed. I then caused the boys to translate different passages in Latin and Greek into English; and, although this exercise was rather novel to them, it was performed with very creditable ease and tolerable precision. The English was not as good English as the French was good French; yet the result was satisfactory, for it showed that the boys had a thoroughly excellent knowledge of their Latin and Greek. Prosody is very carefully taught. Whilst, in English, the pronunciation was in numerous cases *foreign* in its character, and defective in accent, yet in the Latin and Greek a false quantity was very rarely observable.

xxxvii. There are 59 boys—51 classical, and 8 commercial—learning the English course. This course is divided into five sections, but there are, as yet, no pupils in the two higher sections.

(a) In the fifth or lowest section there are 27 pupils, learning English grammar, analysis of sentences, prose composition, orthography, reading, and declamation

(b) In the fourth section there are 16 pupils, learning English grammar, prosody, and a development of the subjects of the fifth section.

(c) In the third section there are 16 pupils, learning synonyms, verbal criticism, versification, and a further development of the preceding sections.

xxxviii. Letter or essay writing is an exercise in which the pupils exhibited very high proficiency. I caused the 16 boys of the third section to write an exercise, each selecting for his theme some object—of interest or importance—having reference to the island of Trinidad. Some wrote about the Pitch Lake; others about the Maraccas Waterfall; others about the town of Port-of-Spain, &c. The compositions were admirable; the powers of description quite surprising. One of the exercises, an account of the Pitch Lake, written in my presence, and in almost half an hour, was, in point of information, graphic writing, and nervous style, fully equal to many a narrative of a like kind to be met with in magazines of good literary repute.

xxxix. The reading of English is very good; the accent, however, is very foreign.

xl. Elocution is carried into the regions of dramatic art. Some of the boys recited pieces—serious and comic—from the great poets and dramatists in such a manner, and with such histrionic effect, as to amaze me. I afterwards learned that some of the same pieces had been recited by the same boys in presence of His Excellency the Governor a few months previously, at the annual examinations; but no matter how often they may have been repeated, or how specially rehearsed or got up, the performance evinced the possession of singular talents by the boys, and of a great capacity as elocution masters by the teachers. I do not desire to be understood as expressing an unqualified approbation of the elocutionary exercises, for I entertain some serious misgivings about the propriety of giving any marked prominence to them. I cannot possibly discuss the subject in this report; and I only allude to it to guard against being understood as admiring in an equal degree the utility and the character—however high—of the dramatic recitations.

xli. By the pupils of the English course there is an exercise much practised, which I am convinced promotes a salutary training of memory, taste, and judgement. It consists of this:—a narrative or statement is read or extemporised to the pupils assembled in class. On the following morning each has to bring a written version, in his own words, of the narrative. The master criticises each exercise, and exposes the baldness or poverty of style, the occurrence of solecisms, the ommission of the leading features of the story, and the defects of condensation or amplification. To the frequent recurrence of this exercise

I attribute, to a considerable extent, the ability so generally displayed in the composition of the descriptive themes, to which I have already referred.

xlii. The commercial course is designed expressly for lads destined for mercantile pursuits. There are 8 pupils in the class. The languages of the course are English and French. The character of the instruction is eminently practical. As much grammar is taught as enables a lad to express himself clearly and succinctly; as much arithmetic as makes him a good calculator and statistician; as much book-keeping as makes him a good clerk or accountant, and as much practice in penmanship as makes him a legible and off-handed writer. The economy of this class is directed mainly to a utilitarian view of instruction.

xliii. In the preparatory course there are 52 pupils. It is divided into three sections.

(a) In the third or lowest section there are 23 pupils; the business consists of reading, tables, a little Bible history, and the rudiments of English grammar. The junior pupils of this section are mere beginners—some of them learning only to spell. A few of the beginners were entirely unacquainted with English. The difficulties of tuition in these cases are considerable.

(b) In the second section there are 15 pupils; the business consists of reading, recitation, orthography, and etymology as far as the verb.

(c) In the first section there are 14 pupils; the business consists, in addition to the preceding, of exercises in easy composition, letter writing, and the analysis of simple sentences.

xliv. The general proficiency of the pupils of this course—their ages, &c., being considered—was satisfactory.

The modern appliances of the abacus in the teachings of the tables, and the modern execise of an "object lesson" in simultaneous instruction, have not yet been tried. In this respect there is an opening for improvement. The teaching, however, is patient, intelligent, and solid.

xlv. The pupils of the classical and English courses receive systematic instruction in history and geography.

(a) In the eighth section the business is sacred history, and the outlines of the map of the world.

(b) In the seventh section the instruction is in ecclesiastical history, and a more detailed knowledge of the map of the world.

(c) In the sixth section the business is the elements of ancient history, and the geography of Asia.

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(d) In the fifth section the business is the history of Greece, and the general geography of Europe and Africa.

(e) In the fourth section the instruction is in Roman history, and the general geography of America and Oceanica.

(f) In the third (at present the highest) section, the business is the history of the middle ages, and the geography of Europe.

xlvi. English history is also a subject of instruction in the higher sections.

xlvii. The French course is very elaborate. It is carried on in three preparatory and three higher sections. Besides being a well arranged development of instruction in the language, it is incidentally made to serve the acquisition of systematic knowledge in criticism, sacred history, and the history and literature of France. The fifty-nine boys of the classical, English, and commercial courses compose the three higher sections of the French course; and the fifty-two boys of the preparatory course compose the lower sections. The business of these courses extends from the elements of grammar, in the lowest section, to a critical study, in the highest section, of Racine's Athalie.

xlviii. Nearly every boy in these sections can speak French as fluently as English. Six of the professors are Frenchmen, a fact which accounts for the accent of the boys being unaffected and pure. The recitation exercises in French are perhaps even more effectively performed than those in English.

xlix. The fact that such prominence is given to French in the system of instruction; that the community who conduct it are a French order; that half the

professors are Frenchmen; that nearly half the pupils are the children of French families; and that the discipline and ceremonials of the school are founded upon French models, have all contributed to inspire the designation of the "French College" by which the institution is popularly known. Indeed, the fact that the college is a *Catholic* college would be quite reason enough to suggest to the people to call it the "French College," just as they call a Catholic church the "French church."

l. In an English colony it would seem only natural to expect that a great public school like this, advancing a claim on Governmental consideration for its support, and appealing for the popular favour to its success in turning out intelligent and enterprising citizens, should be conducted on what are recognised as English principles—that is, that the language, the tone, and the social atmosphere of the school be English. To a certain extent I sympathise with such an expectation. Every person I met with in Trinidad, including His Grace the Archbishop, the leading Catholic clergy, Dr. DeVerteuil, Mr. Farfan, and the professors themselves of the college, sympathised with it. But I cannot close my eyes to the difficulties of—and even the objections to—a sudden metamorphosis. I have before me, as I write, the name of every boy in the school, with the nationality of his parents or family.

Of the 111 boys— 48 belong to French families.
33 do. Spanish do.
30 do. English do.

Would it be rational to attempt to extinguish the instincts of vernacular speech in the vast majority of the children? Would it be philosophical to fail to cultivate the mind, and fill it with stores of knowledge, in the language most natural to it? I do not, therefore, condemn the college because it is so French in its character; nor do I venture to advise the suppression of the French element; but, at the same time, I think that, without being made less French, the college could be made much more English than it is. The professors themselves are of this opinion, and have expressed their readiness to act upon it. In a document with which they favoured me, they say, in allusion to the objection that the establishment is conducted too much after the French fashion:—

"In this we beg to remark that when the college was established, not knowing the country, the majority of the professors who arrived were French; consequently the Latin and Greek authors were translated into French. But by no means has this been done that the French should predominate in the college. On the contrary, we are quite disposed to form our programme after the manner which shall best suit the wants of the population. As a proof of this, we beg to say that among our professors, who are twelve in number, there are six who are English; and that all the pupils of the college are obliged to attend daily the English classess."

li. The mathematical and physical-science course is divided into six sections; the upper two being at present unfilled. The number of pupils in this course is the same as in the English, viz., 59.

(a) In the sixth or lowest section the business consists of the compound rules and reduction.

(b) In the fifth section the pupils advance to simple proportion, and begin the study of zoology.

(c) In the fourth section the arithmetical instruction extends to compound proportion and interest, and the study of botany is then taken up.

(d) In the third section are given a full course of arithmetic, the rules of algebra, the First and Second Books of Euclid, and instruction in geology.

lii. The mathematical is the weak point of the college. Some pupils who had advanced pretty far in algebra and geometry had, I was informed, left at Christmas, but, of course, I can only speak of those pupils whom I met in the school. In my opinion, the boys of the 6th and 5th sections should be

advanced more rapidly in arithmetic, and be introduced to the study of geometry and mensuration; the boys of the 4th section should also be at a more advanced stage of arithmetic, and should knows 3 or 4 books of Euclid, and algebra as far as simple equations. I cannot comprehend why neither algebra nor geometry is taken up until the boys reach the 3rd (at present the highest) section of the school. In this section the business ought to reach the higher geometry, a full course of algebra, plane and spherical trigonometry, and mechanics. What is attempted is satisfactorily taught; but *enough* is not attempted. The mathematical capacities of the boys are kept fallow, or only feebly developed.

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liii. The power which the boys possess of calculating rapidly and accurately is very fair.

liv. All the pupils learn vocal music. Indeed it would be difficult to meet with better singing or better cultivated voices among school-boys. The quality of the music which they sing is refined and classical. In parts the voices are trained to harmonize beautifully. The wooden structure in which I heard the singing was very favourable to musical effect.

lv. The brass band of the college consists of 20 pupils. The music which I heard them perform was admirably scored and skilfully executed. The instruments are of a very superior kind. I was informed that the influence of the performance of the band upon the pupils of the college is, generally, of a most salutary character. I fully believe it to be so.

lvi. Four of the pupils were learning the piano. I heard 2 of them perform. They were only beginners, but their playing evinced careful training.

lvii. In the drawing class there are 9 pupils. The instruction is confined to figure, landscape, and architectural drawing. The specimens which were submitted to me for inspection were very tastefully executed. None of the pupils, however, draw from the round.

lviii. Instruction in vocal music is included in the ordinary pension; but instrumental music and drawing are extras.

lix. Spanish and German are also taught; but I had no opportunity of ascertaining with what degree of success.

lx. Instruction in Spanish is a necessity; for, as I have mentioned, 33 of the boys are the sons of Spanish families, some of whom are residents in Venezuela. But for the boarding accommodation in the college, many of those Spanish boys would be altogether debarred the opportunity of obtaining a liberal education.

lxi. The perculiarity of the organization of the college is, that the classification of the pupils is of a *shifting* character—that is, for instance, a boy may be in the sixth section of Latin; in the fourth section of English; in the fifth section of arithmetic; &c. The advantage of the system is, that each *class* of boys possesses an equality of attainments, and that the instruction which is levelled at some, is not lost upon others. In most schools the difficulty of securing an equality of classification is a hindrance to the progress of the slow or the backward, if the instruction be suitable to the advanced members of the class. But the advantage of a well balanced classification can be secured only in a school or college like this, where the staff of professors is very large. Another advantage also arises out of this system, in the circumstance that each subject is usually committed to the charge of a particular teacher, who applies all his abilities and energies to the study and the teaching of it.

lxii. At five o'clock the pupils take a bath, dress, &c. At a quarter to six, after morning prayer, they engage in study. At a quarter-past seven they attend Mass. At eight o'clock they breakfast. From half-past eight to eleven the school business proceeds. It is then that the classical, historical, and geographical classes are taken up. Next comes a quarter of an hour's relaxation, which is followed by study for three quarters of an hour. At twelve o'clock dinner is partaken of, and at half-past one o'clock school business is resumed. The afternoon instruction occupies three hours; made up of

an hour and a half at the English classes, half an hour at the arithmetical classes, and an hour at the French classes. At half-past four o'clock luncheon—as the superiors of the school term it—is eaten; and at five the boys sit down to study again. At seven there are prayers and a spiritual conference. At half-past seven supper is served; and at eight o'clock the pupils retire to their dormitories. On Sundays and Thursdays the programme is varied. None of the classical, English, historical, geographical, French, or science classes are held—the boys being engaged at religious instruction, vocal and instrumental music, penmanship, and drawing; and also in taking a walk which lasts two hours and a half

lxiii. The uniform of the boys is very pretty. It consists of—coat, king's blue, with initialed gilt buttons; trousers, same, with a blue stripe, or plain white trousers; white waistcoat, with gilt buttons; and blue cap, with gold braid

lxiv. One evening I met the boys and some of their professors taking a walk on the Savanna. It was a few days after my first visit to the college. The boys were marching in twos, at an easy semimilitary pace. Their demeanour was unaffected and gentlemanly. As I passed on, they recognised and saluted me with a pleasant air of respect and cordiality. Altogether I was most favourably impressed with the tone, the moral bearing, and the manners, of these boys. A happier-looking set I never saw.

lxv. The professors evidently devote much attention to the cultivation of the character, and the development of the moral affections. The discipline is mild but vigilant. Although only two hours weekly are devoted to religious instruction, yet the religious exercises every day, the example of the professors, and the spiritualising influences of the place appear, in the exemplary lives and gentle natures of the boys, to produce an abundance of good fruit

lxvi. Insubordination or immorality is punishable by expulsion. A few cases of bad conduct have occured; but I believe that in those cases the parents, to avoid the ignominy of expulsion, were advised to withdraw the pupils

lxvii. The following is a statement of the professions, &c., of the fathers of the boys:—

(a)	Sons of merchants, ...	41
(b)	Sons of planters or of proprietors, ...	41
(c)	Sons of professional men, ...	16
(d)	Sons of members of the public service	6
(e)	Sons of persons of private means	7
	Total	111

lxviii. Twenty-four of the pupils are the sons of coloured parents

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lxix. Accounting for the non-appearance of a greater number of boys of advanced years and acquirements, the professors explained that many, from want of means to finish their course of studies, and many others, with a view of obtaining the collegiate and scholastic advantages of European institutions, had left before reaching the higher sections. Since 1864, 14 had gone to colleges, and 2 to schools in England; and 11 had gone to colleges in France

lxx. I was anxious to learn whether there was any fluctuation in the attendance of the pupils between this and the Queen's Collegiate School; and I obtained from the professors a return containing information upon this head. It appears from this return that since 1863, 7 pupils left this college to go to the Queen's Collegiate School; and that 21 pupils left the Queen's Collegiate School to come to this. Considering the rivalry that exists between the two schools, and the unconcealed hostility of influential persons to the one establishment or the other, I find from the return, referring as it does to a period of five years, a considerable steadiness of purpose on the part of the parents who send their children to the respective schools.

I entertain no doubt whatever as to the accuracy of the return; but I think it only right to mention that, by an oversight, I ommited to obtain a corresponding return from the principal of the Queen's Collegiate School.

On collegiate question feeling runs high

168. The description which I have given of the two collegiate establishments will, I trust, convey to your lordship's mind an adequate idea of their scope, their organization, and their operation. It was with no slight concern that I sat down to write this part of my report. Upon the subject of secondary education, feeling runs high in the colony. There are some who would rank it next to sacrilege to touch a penny, or disturb even a form, of the Queen's Collegiate school. There are others who, if they could, would with a single stroke annihilate it. Similarly, the Catholic College has its champions and its foes. Incidentally to the remarks which I have made on the condition of the collegiate establishments, I have touched upon the leading points of the controversy connected with them. It is therefore unnecessary to recapitulate those points

Few coloured pupils

169. The first thing likely to strike a person who has considered these reports is the strangeness of the fact that whilst the white population, which is only between 5,000 and 6,000 furnishes 142 pupils to the collegiate establishments, the coloured population, which, exclusive of the Coolies, numbers from 60,000 to 70,000, furnishes only 37 pupils, Twenty-four of the coloured pupils are in the Catholic College, and 13 in the Queen's Collegiate school.

Poor practically excluded

170. Lord Harris provided, as I have already stated, that every encouragement should be given to all, however humble their birth. No such encouragement, however, is afforded to the poor in the Queen's Collegiate school, for the high rate of fees effectually bars the door against them; and at the Catholic College the authorities plead that they derive no aid from the State to enable them to give places on moderate terms to the poor.

Queen's Collegiate school favoured by public officers, but not by public generally

171. The next conclusion which a person reading the reports will probably arrive at, is, that the Queen's Collegiate school has not obtained the confidence of the people generally. Of the 68 pupils on its rolls, 28 are the sons of members of the Civil Service. This is a large proportion of the whole attendance. The children of the public officers receive a most excellent education, which, however, is mainly paid for by the taxes of the people. The Queen's Collegiate school is therefore a great boon to the public servants of the colony. But is the interest of the public servants to be primary and paramount in the consideration of this question?

In measuring the relative acceptability of the two colleges to the people of the colony, I have to turn to the other classes—the merchants, the planters, and the professional men. And how does the case appear from this point of view?

At the Queen's Collegiate school there are 14 sons of merchants; at the Catholic College there are 41. At the Queen's Collegiate school there are 13 sons of planters or of proprietors; at the Catholic College there are 41. At the Queen's Collegiate school there are 10 who are the sons of professional men or of others; at the Catholic College the number is 29. The Queen's Collegiate school has 28 sons of members of the public service, exclusive of 3 who are the sons of rectors; whilse the Catholic College has only 6.

These facts are conclusive. They require no comment. The people flock to the non-endowed college; not because its education is better than that which the Queen's Collegiate school affords, but because the principle of its foundation—the introduction of the religious element—is more acceptable to them.

Catholic support of Queen's Collegiate school very trifling

172. In the Queen's Collegiate school there are 17 Catholic pupils—but 8 of them, as the sons of deceased public servants, are receiving a free education. The measure of spontaneous Catholic support given to the Queen's Collegiate school is therefore represented by 9 pupils. From a population of something like 50,000 Catholics, this is a poor expression of confidence or favour.

At the College of the Immaculate Conception, on the other hand, there are 111 Catholic pupils.

Boarders

173. The fact that the Catholic College admits boarders is, of course, an immense advantage, and a powerful source of attraction. The Queen's Collegiate school suffers immensely from the drawback that it does not receive boarders. Even of Protestant pupils it would, I am sure, have a much greater number if boarders were admitted. But the principle of secularism on which it is conducted renders boarding impracticable; a fact which goes to show that, even for secondary education, the secular idea is unsuitable to Trinidad, or to any other country where the homes of the people are scattered, and far away from the school.

The Hon. Charles Warner, Attorney-General, in a paper included in despatch No. 9, of the 8th of January, 1868, refers to this branch of the subject. He says:—

"If the objection to the Queen's Collegiate school were not rooted in a determined repudiation of all education not strictly denominational, such objections might be met by affiliating to the Queen's Collegiate school houses or halls supported or recognised by the Archbishop, as well as those of other denominations. Under such a system the pupils would receive religious instruction as part of their domestic training at the halls or houses of which they might be inmates, and would attend the classes of the Central College for purely secular instruction. Nor would there be any objection to these halls or houses receiving a subsidy from the Government, beyond the objection that such a subsidy would in fact be given in diminution of the necessary charges of board and lodging and in relief of the parents of the children. Such a scheme would certainly meet the disadvantage pointed out by the Archbishop, under which parents living in the country now labour."

174. If the controversy hinged upon a mere question of money, I could recognise the Attorney-General's scheme as containing the basis of a satisfactory settlement. But the history of the Catholic College places the controversy upon an entirely different level. I think it unneccessary, however, to discuss this subject further. It is perfectly clear to my mind that the institution which manifestly enjoys the public favour, and which, as I have shown, exhibits in an educational point of view some of the highest evidences of efficiency, should if possible be brought within the scope of the public system of education established in the colony.

Catholic College should be embraced in Government scheme

175. But there is a view of colonial education which, happily, can be considered without reference to the conflicts of the religionists and the secularists. I refer to the abrupt termination which takes place in the education of nine out of every ten young men just at that period when the intellect is ripest for study, and when the nature of true scholarship is beginning to disclose itself. European boys, upon quitting the seminary, become students in a university. The Trinidad boys, on the contrary, have at the same stage to turn to their homes and bid a good-bye to their books. They have no university to go to unless, at enormous expense and serious risk, they travel 4,000 miles from their fathers' homes.

Want of University education

The people of the colony of Victoria were formerly in a like predicament; but in 1853 they passed an Act to incorporate and endow a university in their capital town; and in 1859 Her Majesty granted Royal Letters Patent recognising throughout the British Empire the degrees conferred at Melbourne.

Melbourne University

Sydney is only a few days' sail from Melbourne; yet each colony maintains its own university.

Sydney University

Other colonies, also, have their universities. Why have the West Indies no university?

Barbados has its Codrington College; Jamaica St. Christopher's, St. Vincent, and Grenada, have their grammar schools. Trinidad has its two collegiate establishments. But the West Indies are, notwithstanding, without a university.

Grammar School

In Trinidad alone there are 179 pupils in the collegiate establishments. If such a number, subject to the same scholastic training and endowed with the same general capacity, were met with in two corresponding schools at home, one would conclude, and with much reason, that from them would emanate a considerable proportion of university students. But very few of those 179 pupils are destined to join a university.

176. From the Catholic college, it is true, 25 lads have, in the course of five years, gone to colleges in England or France—a circumstance which shows that on the part of the Catholics a considerable desire exists to obtain a collegiate education for their children. But 25 is only a small proportion of the college students that the Catholic community should have produced in the same period. I have not obtained a corresponding return from the Queen's Collegiate school, except in reference to the 4 exhibitioners who have gone to England; but I am satisfied that, the population of the whole colony being taken into account, the number of lads who ever enter upon a university career, as compared with the number eligible to become university students, is exceedingly small.

Small proportion of Trinidad lads who enter a University

177. Trinidad possesses the elements that constitute a society in which learning might be expected to flourish. It has a large civil establishment; a superior bar; a considerable ecclesiastical establishment; distinguished medical men; rich planters; flourishing merchants; wardens; magistrates; &c., &c.

Society of Trinidad

178. But the sacrifices which a colonist—especially one in moderate circumstances—has to make in order to obtain a university degree for his children are of a most serious

Sacrifices

character. Of this I have had ample evidence. Of the anguish suffered by parents who have to send their children 4,000 miles away, and who can see little or nothing of them during the years of their collegiate or scholastic career, I have also met with impressive instances.

Objection to sending lads to Europe

179. Mr. Farfan, to whose reports as Commissioner of inquiry into the state of religious education in Trinidad I have had occasion to make reference so frequently, says in a letter which he has addressed to me:—

> "I have no doubt that most of the Catholic parents that find themselves now obliged to send their children to Europe would prefer to have them educated here under their eyes. This is quite the Creole character. Another great advantage to such a college in Trinidad is that the children would sometimes see their parents, and thus learn the real position of those parents, and instead of thinking them millionaires—as they generally do when away a few years—they would see the true state of things, which unfortunately is never bright. They could thus much better direct their minds when, later on, the time came to choose a suitable profession, or otherwise fight their way in the world."

I received from others similar testimony of a strong desire to secure, on the spot, the means of obtaining a complete course of education.

Opinion in favour of sending lads to Europe

180. Some people, however, are of opinion that, for the sake of health, a residence in Europe during the critical period of adolescence is indispensable. Dr. Mitchell and Dr. DeVerteuil entertain this view. I am not prepared to dissent from the opinion of authorities so eminent in their profession. But I answer that comparatively few are at present sent to Europe for their education.

University education the right of even those who cannot go to England

181. One of the main objects I have in view is to bring collegiate training home to the doors of those who cannot afford to go to England. Change the scene. If Scotchmen had to go 4,000 miles for their university education, even to a country infinitely more salubrious than their own, would a tithe of those who now obtain degrees ever dream of entering a university? Would 19 per cent of Scotch university students—as is the case at present—be the sons of labourers? I do not propose to argue the advantages that would accure to local government, to the professions, and to society at large, from the presence in the colony of a number of people who had passed through a university course. Addressing the Chancellor of the London University, and a statesman of vast official experience, I need not undertake such a task. I cannot, however, avoid recurring to a passage in a despatch of Governor Walker's, which I met with in the Blue Book for 1865. Mr. Walker, mentioning the occurrence of an appointment to a police magistracy, refers to the fact that the gentleman appointed "had distinguished himself at Codrington College". If governors generally could refer, in evidence of the wisdom of their appointments, to the career, in a local college or university, of the persons nominated or appointed to situations of importance, would not the public service be strengthened, and rendered more efficient and respected?

Union of West Indian colonies to form a University

182. But Trinidad alone, no matter how improving its condition may be, would fail to endow with due proportions, or furnish adequate materials for, a university. If joined, however, by its sister colonies, there would be ample resources for the foundation of an important university. The aggregate population of the colonies that I propose to combine for the purpose is 1,120,000, of whom nearly 70,000 are whites. These colonies are Trinidad, British Guiana, Barbados, Tobago, Grenada, St. Vincent, St. Lucia, Antigua, Montserrat, Dominica, St. Kitt's, Nevis, the Virgin Islands, Turks' Islands, Bahamas, Jamaica, and British Honduras.

Proposal

183. I shall now describe the proposal I venture to make upon this subject. For Brevity's sake, I shall only touch upon its essential outlines.

Seat of University

184. I would have the university to establish its head-quarters at Jamaica, where there are 14,000 whites; or at Barbados, where there are nearly 17,000 whites; or at British Guiana, where there are nearly 12,000 whites; or at Trinidad, where the white population is nearly 6.000.

Constitution of University

185. The university should consist of a Visitor, a Chancellor, a Vice-Chancellor, and 60 Fellows, who would constitute the Senate, with power, after examination, to confer degrees. Her Majesty might be humbly prayed to become the Visitor. The Secretary of State for the Colonies might be requested to become the first Chancellor. The Governor of the colony which might be the seat of the university should be *ex-officio* the Vice-Chancellor. Each Governor or Lieutenant-Governor of a West Indian colony should be *ex-officio* a fellow and

member of the university. Two of the leading personages of each colony— one a Catholic, the other a protestant (whenever praticable)—should also be nominated to fellowships, and placed on the Senate. The colony which might be determined upon for the seat of the university should furnish eight fellows— four Catholics and four Protestants. The fellows should in all cases be nominated, and vacancies all filled up, by the Crown.

186. The staff of the university should consist of a secretary and a body of examiners.

Colonies to co-operate

187. The Crown colonies should be particularly requested to co-operate in the foundation of the University. The attention of the other colonies might be specially drawn to the object and advantages of the University, and their co-operation solicited. Each colony desirous of availing itself of a connexion with the University should pass an ordinance declaratory of its purpose, and at the same time providing for its quota of the expenses.

Cost of University

188. The expense of the University would be about £5,000 a year—an amount which, when distributed over a number of colonies, would fall lightly upon each.

Function solely an examining one

189. The University should possess an examining function solely. The examinations for matriculation and degrees should be carried on simultaneously throughtout the several colonies, and be conducted by means of printed papers prepared by the University examiners, to whom the answers of the candidates should be subsequently returned for revision.

Meetings of Senate

190. The Senate should meet at stated times, to confer degrees, or to authorize the conferring of them by Deputy Councils in the different colonies.

Might be held in different colonies

191. It should be competent for the Senate, upon the invitation of a colony other than that which is the seat of the University, to hold in such colony its annual ceremonial for the conferring of degrees and the transaction of general business. The colony inviting the Senate for such a purpose should defray a portion of the travelling and other expenses of the visit.

Deputy Councils

192. The most important part of my scheme relates to the organization and operations of the Deputy Councils in the several colonies connected with the University.

When a colony becomes connected with the University, the first step should be to establish a local Deputy Council.

Wherever there is a Board of Education, the Deputy Council and it should be one and the same body.

In Trinidad, therefore, the Deputy Council would be composed of Protestants and Catholics, in equal numbers.

Functions of Deputy Council

193. The University functions of the Deputy Council would be to superintend and manage the examinations of the students, and to confer the degrees authorized by the Senate. But to the Deputy Council I would give the patronage of seminarial and collegiate education. If the University is to flourish, seminaries and colleges, to serve as feeders to it, must be encouraged and aided by liberal grants of public money.

Trinidad

194. If I now describe what I propose should be done for Trinidad, the account will serve, mutatis mutandis, for every other colony.

Its Deputy Council

195. The Board of Education, constituted as I have already suggested, would become the Deputy Council of the University of the West Indies.

Withdrawal of present grants

196. The grant to the Queen's Collegiate school should be withdrawn, and no new English University Exhibitions should be awarded.

Examining function

197. The function of the Deputy Council, like that of the University which it represents, should be of a purely *examining* character.

Local enterprise

198. The foundation or organization of seminaries or colleges should be left entirely to local enterprise.

Certificates of affiliations

199. The Deputy Council should be empowered to grant a certificate of affiliation with the University to any seminary or college which fulfils the fundamental condition—the palladium of the public-school system of the future—of being bona fide open to all classes, irrespectively of colour or creed, and of rendering proselytism—directly or indirectly—impossible.

Sections of college or seminary

200. An affiliated seminary or college should be treated as consisting of two parts—*(a)* the elementary section and *(b)* the Arts' section.

Elementary section

201. The examination in the elementary section should relate to pupils not learning an ancient language; and the pupils should be paid for, in results' fees, in the same manner, and on the same scale, as in the case of a primary school.

This section would involve an expenditure of about £80.

Art's section—two courses

202. The examination in the Arts' section would relate to pupils learning an ancient language, science, &c. The Arts' section would consist of two courses—*(a)* the preliminary Arts' Course, and *(b)* the University Arts' Course. Each course would extend over three years.

Preliminary Arts' course

203. The preliminary Arts' Course should include elementary arithmetic, algebra, geometry, Latin, Greek, and modern languages. The third year's examination should refer to the business preparatory to the matriculation examination.

Examinations

204. At the end of each year of the preliminary Arts' Course, the pupils of the affiliated seminaries or colleges should assemble for examination in the University Hall of the colony. Pupils from schools under Catholic and Protestant teachers would, on such an occasion, assemble side by side in gentlemanly rivalry, to engage in an encounter in which merit would be the only weapon, fair-play the only battle-cry, and legitimate success the only triumph. Possibly a concursus of this kind would heal many a wound, and create influences not unlikely to promote cordiality and friendship between Catholics and Protestants, without detriment, even in a theoretical degree, to their religious convictions.

Results' fees in preliminary Arts' course

205. For each student who passed a satisfactory examination in the priliminary Arts' course, the school to which he belonged should be awarded from the funds of the State:—

For the First year, ...	£10
For the Second year, ...	12
For the Third year, ...	15

Taking it for granted that the Queen's collegiate school and the Catholic college would both be affiliated with the University, I estimate that for the preliminary Arts' course the expenditure would be about £1,800 a year, or about £900 a year for each.

The University Arts' course

206. The University Arts' course should correspond, in classics, mathematics, modern languages, history, logic, moral philosophy, political economy, natural philosophy, natural science, &c., with the most liberal curriculum of any of the European universities. Law, medicine, and engineering, for professional students, should of course be included in the curriculum.

Results' fees in University Arts' course

207. The University Arts' course should, as I have said, extend over a period of three years. At the end of each year there should be an examination; and for each student who passed sucessfully, a results' fee of £20 for the first year, £25 for the second year, and £30 for the third or A.B. year, should be awarded to the college to which the student belonged. This would bring, for the present, about £100 a year to each of the collegiate establishments of Trinidad.

Honours and prizes

208. Students who obtained honors should be awarded prizes of the value—according as the honor may be first or second—of one-half or one-third of the fee accruing to the university in which they were taught. This would involve an expenditure of about £200.

Cost

209. The expense of administration, printing, &c., would be about £250; the quota of University expense, about £700. The total expense for secondary and University education would accordingly be—

		£
(a)	The Elementary section, ...	80
(b)	The Preliminary Arts' course, . . .	1,800
(c)	The University Arts' course, . . .	200
(d)	Prizes, ...	200
(e)	Local Administration, ...	250
(f)	University quota, ...	700
	Total	£3,230

The amount expended last year on the Queen's Collegiate school alone, was £2,694 1s. 2½d.; but of this sum £727 15s. 10d. was received in pupils' fees; so that the net expenditure (including the English exhibitions) was $1,966 5s. 4½d. The increase consequent upon the adoption of the proposed system, when the English exhibitions would have ceased, would be about £1,200.

If University be impracticable

210. SHOULD IT FOR THE PRESENT UNHAPPILY APPEAR TO BE IMPRACTICABLE TO ESTABLISH THE UNIVERSITY FOR THE WEST INDIES, I WOULD THEN PROPOSE THAT THE BOARD OF EDUCATION IN PORT-OF-SPAIN SHOULD ASSUME ALL THE FUNCTIONS, EXCEPT THE CONFERRING OF DEGREES, OF THE DEPUTY COUNCIL;

SHOULD AFFILIATE COLLEGES OR SEMINARIES; SHOULD CARRY OUT THE EXAMINATIONS IN THE ELEMENTARY AND ARTS' COURSES; SHOULD AWARD THE RESULTS' FEES; &c.—JUST AS IF THE UNIVERSITY WERE IN FULL OPERATION.

Committee of Examiners

211. In such an eventuality, the university examiners would not be available. The Deputy Council would then have to select a committee of examiners from the body of professors or teachers in the affiliated colleges or schools, giving some reasonable fee to each examiner for his services. The expenditure would then be about £2,600, or an increase of £600 upon the amount expended last year in connexion with the Queen's Collegiate school.

Future status of Queen's Collegiate school

212. The future status of the Queen's Collegiate school would be that of a proprietary college. It would, of course, be vested in trustees, with whom the Deputy Council could establish relations. The future income of the school would be about £1,000 a year in results' fees, and about £700 a year in fees from the pupils. Under the altered circumstances of the school, boarders would, of course, be received; and the revenue would then, I feel assured, become much higher than it is at present. Relieved from the burthen of the secular principle, which, as I have shown, mars the success of the pupils, even in the competition of the Cambridge local examinations, the school would become infinitely more properous than it had ever been before.

The English Idea in Catholic College

213. From what I have shown to be the French proclivites of the Catholic college, it might be thought only reasonable that, when admitting that college into the full and free enjoyment of the advantages of public recognition and public rewards, I should advise strict provisions in reference to the cultivation and predominance of English. I think it unnecessary, however, to do so. The heads of the college are perfectly prepared to cause the English idea to prevail; but, independently of this engagement, it would, of course, devolve upon the Deputy Council to arrange that their examinations should apply to that course of scholarship which would best develop the qualities that give character and individuality to the gentlemen of English colonies.

Paying for results in Collegiate Education

214. As I introduce into the higher sphere of education the principle of paying for results, I should, perhaps, say a word or two on the apparent innovation.

It might be said that one effect of a system of payment by results in collegiate education would be to stimulate and foster the practice known in modern days as cramming. I admit that cramming is most seductive and most objectionable. Pure scholarship rejects it as spurious. It is a solitary offence, a sort of contraband enterprise. A teacher, or professor, having only his own game to play, or his own fortune to make, might fearlessly resort to it. But no college or school could venture to engage in it. Public repudiation would soon close the doors of any academic halls within which it was practised. My plan is to leave each college or school to regulate the scale of remuneration for its professors. The State, in my opinion, should come to the aid of the colleges or seminaries only *in their corporate capacities.* Of the individual members of the teaching staff it should take no cognizance. The trustees or heads of the college, if they appointed incompetent professors, would on the day of public concursus, in the face of the pupils and professors of the competing colleges, incur the penalty of failure and disgrace. The motto on the portal of the hall of the Deputy Council should be—"Who chooseth me shall get as much as he deserves." The college or school which sent up to the competition unscholarly representatives would deservedly become the butt of the popular contempt.

Plan impartial

215. The plan I have suggested is one to which nobody, I should hope, could take exception. It favours no particular party. It urges no bestowal of privileges. It yields to no imperious agitation. It clashes with no principle that the most rigid *doctrinaire* espouses. I believe that its application to Trinidad would be productive of concord and prosperity.

Governor Gordon

216. His Excellency the Governor has devoted much thought to this subject. Before I had the honour of being invited to take a part in its settlement, he had, I am aware, given the Imperial Government the benefit of his views. And I have the satisfaction of knowing that the suggestions I now make must necessarily come under his scrutiny and consideration.

Resume as to number of scholars

217. The number of pupils attending public schools in the colony may be pretty accurately estimated in the following manner:—

I met 1,780 pupils in attendance at the Model, Borough, and Ward schools. In the same schools there were, last year, 3,692 distinct pupils.

I met 1,323 pupils in attendance at the other schools of the colony—a number which, according, to the proportion existing in the previous case, would give 2,744 distinct pupils.

Accordingly, the aggregate number of distinct pupils in the schools is 6,436, or say, in round numbers, 6,000.

But only about 1,600 of these make 100 attendances in the year. The desideratum is not for *more scholars*, but for a *better quality of* attendance, to bring about which should be the first consideration of the new Board.

Cost of primary education

218. A sum of £5,602 10s. 5d. was spent last year on teachers' salaries, rent of school-houses, &c. The inspector's salary is £500. The total amount, therefore, spent upon primary education was £6,102 10s.5d. From this is to be deducted £52 3s. 11d. received in fees from the model school pupils, the net expenditure thus becoming £6,050 6s. 6d.

Cost of Secondary Education

219. The amount expended upon the Queen's Collegiate school was £2,694 1s. 2½d. From this is to be deducted £727 15s. 10d. received in fees, the net expenditure being therefore £1,966 5s. 4½d.

Total cost of public education

220. The total amount spent upon public education was, accordingly, £8,796 11s. 7½d.; the net amount from the funds of the State, £8,016 11s. 10½d.

Increased cost of primary education

221. The adoption of my suggestions would, in the case of primary education, involve an increase of £1,750, and so bring the total cost up to £7,800 a year.

Increased Cost of Secondary education

222. In the case of secondary education the increase would be either £1,200, or—in the event of the university not being established—£600; the total cost, being either £3,230 or £2,630.

The resolution of the Board of Council, passed on the 2nd of September, 1857, provided "that for the purpose of maintaining the collegiate school, there be charged annually on the public funds the sum of £3,000 sterling;" so that my propositions involve a demand for little more or less than the sum originally intended to be spent upon secondary education.

Aggregate cost under new arrangement

223. The aggregate amount spent upon public education would be, in round numbers, either £11,000, or £10,400; the net increase being either £3,000, or £2,400.

Ward rates

224. The sum requisite for the support of the primary schools is provided by Local Ward Rates. The inspector's salary, and the funds for the support of the Queen's Collegiate School, are provided out of the general funds of the colony.

Having regard to the fact that property is so irregularly distributed, and that three-fourths of the island are untenanted by tax-payers, I feel disposed to recommend, as regards the maintenance of the primary schools, that the education tax should be levied equally upon all tax-payers, and placed to the credit of the Education Board, for the general purposes of the system.

Recapitulation of suggestions

225. I now take leave to recapitulate a few of the leading suggestions contained in this report.

(a) The compilation of a set of books suitable to the colony, and descriptive of its natural phenomena, productions, &c.

(b) That the appointment of schoolmistresses be encouraged with a special view to the teaching of needlework; and that, attached to each school, there be a workshop and garden, in order that the boys might be taught carpentry and agriculture.

(c) The institution of two Reformatory Schools, based, in principle, upon a modification of the English Reformatory and the English Industrial Schools Acts.

(d) The abolition of the Boys' and Girls' Model Schools; also of the Normal School, Port-of-Spain.

(e) That, instead of a Government Normal school, a scheme of monitorships be instituted as an effective means of providing highly qualified teachers for the colony in future.

(f) That the plan now in force of exclusive management on the part of the State be abolished; and that, in future, all schools be placed under the care of responsible

persons, having local relation or connexion with the places in which the schools are situated.

(g) That the management of each Ward school be vested in the clergyman of the same religion as the majority of the pupils—such arrangement, however, not to operate to the prejudice of any other person, clergyman or layman, who, commanding a sufficient attendance of pupils and a suitable school-house, may choose to establish a school under his own management.

(h) That no child, on account of class, creed, or colour, be refused admittance to a school aided by the State; and that no child be exposed, directly, or indirectly, to the danger of proselytism.

(i) That every manager be allowed free scope as to the course of religious instruction he may choose to adopt, and as to the employment of the person by whom such instruction shall be imparted.

(j) That the parent, by a formal act of registration, shall determine the religion of his child; and that the parish clergyman of the same religion as the child shall then have the right to give his co-religionist instruction, at some convenient time, in the school room.

(k) That the principle of paying for ascertained results be applied to the Trinidad teachers; that one-third of their income be dependent upon the results of their teachings, as ascertained by the Inspector at an annual examination; that another third be dependent upon a quarterly report of the manager; and that the remaining third shall arise from a "classification" or "certificate" salary.

(l) The propriety of extending to the Coolies the opportunity of participating in the advantages of the public system of education.

(m) The abolition of the present Board of Education, and the appointment of a new Board of twelve members—six Catholics and six Protestants.

(n) To supply the want of hotels, accommodation to be provided for the Inspector in the police barracks of certain remote stations.

(o) The foundation of a University for the West Indies; its seat to be in some central and important colony; its functions to be limited to a power of examination and of conferring degrees; a Deputy Council having the charge of local examinations to be established in each colony connected with it; the grant to the Queen's Collegiate school to be withdrawn; the Deputy Council to have power to grant certificates of affiliation with the university to any college or seminary that opens its door to all classes and observes the Conscience Clause; and the Deputy Council to award results' fees on a fixed scale to the colleges or schools of which the students are members.

(p) In the event of the project for the establishment of a University being for the present deemed impracticable, the Board of Education of Port-of-Spain to perform all the functions, except the conferring of degrees, with which I propose to endow the Deputy Council in connexion with the university.

(q) The education tax to be equally distributed over all taxpayers, and the proceeds to be placed to the credit of the Board, for the general purposes of the system.

Conclusion

226. Before concluding this report I have to express my obligations to his Excellency the Governor for his kindness, his courtesy, and his invaluable co-operation. To the leading officers of the Government, to the clergy, and to the public generally, I have also to make my grateful acknowledgments for the facilities which I received in prosecuting my inquiries.

It would be mere affectation were I to conceal that I undertook with feelings of deep anxiety the duty to which, in terms that I could not venture to reproduce, your Lordship invited me; and that, with similar feelings, I now conclude this Report, written, since my return home, in the brief intervals of official preoccupation.

I have the honour to be, my Lord,
Your very obedient servant,
PATRICK JOSEPH KEENAN.

Delville, Glasnevin,
July, 1869.

APPENDIX

Borough Primary Schools

BOROUGH PRIMARY SCHOOLS

Town Hall, Port of Spain

No. 1.—TOWN HALL, PORT-OF-SPAIN.

1. House on the premises of the Town Hall, Port-of-Spain; quite too small, being only 29 feet by 14 feet, and 10½ feet high; utterly unsuitable.

2. Furniture quite crowded in the room.

3. Teacher, George W. R. Walker; age 36; trained under the Irish National Education Board; religion, "Separatist;" married; salary £200 a year; clever and ingenious; an excellent disciplinarian; a skilful organizer and examiner; but, notwithstanding these valuable qualifications, he fails to produce satisfactory results. He is assisted by Charles St. Laurent; age 18; Protestant; untrained; a young man of humble acquirements, who receives £12 a year from Mr. Walker.

4. Time-table judicious organization arrangements very good.

5. The school rolls had not been marked, nor had the report of the attendance been entered, for the day previous to my visit. The master explained the occurrence of this irregularity by informing me that he had been engaged the previous day as a clerk at the Town Hall.

6. On the rolls in 1868 there were 104 pupils, of whom 33 had each made not less than 100 attendances; 33 had each made from 50 to 100 attendances; and 38 had each made less than 50 attendances. The average attendance was 46.

7. Average age of the pupils, 13½ years; a remarkable contrast to the average age—8 years— of the pupils in the other borough school.

8. Of 81 on rolls on the day of my visit, 50 were present. For an important town school, the results were unsatisfactory. Satisfactory answering being represented by the number 10, the results were: reading, 4.0; Spelling 4.1; dictation, 1.7; writing, 1.8; arithmetic, 0.7; grammar, 0; geography, 0.4; industrial instruction, 0.

9. Of the 50 present, 32 were Protestants; 17 were Catholics; and 1 was a Mahometan.

There is no religious instruction given in the school. The master says that the children attend at the churches of their respective clergy for religious instruction. I had no satisfactory evidence of this.

Rule 22, for the Government of the borough schools of San Fernando and Port-of-Spain, is as follows:—

> "Forms shall be supplied by the master once in every quarter, to be signed by the clergyman or minister from whom such pupil shall receive religious instruction, stating the days of attendance of such pupil for religious instruction during the preceding quarter of a year. If it shall appear that any pupil has not received religious instruction, or has been irregular in his attendance for the purpose, the fact shall be brought by the master, in writing, before the Borough Council."

This rule is not acted upon.

The master, Mr. Walker, does not himself attend church, there being in the colony no church of the faith which he professes—that of the Separatists.

There was a very able Coolie boy in attendance—one of the most clear-headed children I met with in the island. He is obliged to leave shool for an hour daily, to attend table at the house in which he is servant.

The attendance of pupils is by no means punctual in the morning.

This school is supported by, and under the patronage of, the Corporation of Port-of-Spain. The master informed me that the Corporation never visit the school, and further, that they take no interest whatever in its operation. To this indifference on the part of the Corporation may be attributed no inconsiderable share of the failure and the wretched appearence of the school.

The Inspector of schools examines the pupils periodically.

10. The amount expended on the two borough schools of Port-of-Spain—viz., the Town Hall School, and the Eastern Market School—in the year 1868 was 2,080 dollars 16 cents; or an average of 23 dollars 63 cents for each pupil who had made not less than 100 attendances during the year.

Eastern Market, Port of Spain

No. 2.—EASTERN MARKET, PORT-OF-SPAIN

1. House the property of the borough; is commodious and tolerably suitable; contains a classroom.

2. Furniture consists of two rows of long desks—anything but a skilful or convenient arrangement.

3. Teacher, C.F. Fortune: age 35; not married; Roman Catholic; trained; salary £125 a year; clever and zealous.

The assistant is R. Bristol; age 22; not married; Church of England; not trained; salary £40 a year; painstaking and intelligent.

4. Time-table judicious, but not scrupulously attended to.

5. School accounts accurately and neatly kept.

6. On the rolls in 1868 there were 190 pupils, of whom 55 had each given not less than 100 attendances; 53 had each given from 50 to 100 attendances; and 82 had each given under 50 attendances.

The average attendance was 92.

7. Average age of pupils, 8 years.

8. Of 134 on the rolls on the day of my visit, 88 were present. Satisfactory answering being represented by the number 10, the results were:—reading, 4.8; spelling, 6.4; dictation, 5.4; writing, 4.6; arithmetic, 4.2; grammar, 0; geography, 4; industrial instruction, 0.

In spelling and geography the marks obtained by the pupils of this school were higher than those obtained in any other public school in the colony. Borough Primary Schools

9. Of those present, 68 were Catholics, and 20 were Protestants. There is no religious instruction given in the school. The last certificates in teacher's possession of attendance of pupils at religious instruction are dated by the Protestant clergyman March, 1868, and by the Catholic clergyman March, 1867. I therefore had no evidence whatever that, at the time of my visit, the children were receiving religious instruction anywhere. Eastern Market Port-of-Spain

Two members of the Borough Council and the Town Clerk attended an examination at the school on 12th December last. The school is altogether maintained by the Corporation of Port-of-Spain, but it is placed under the inspection of the Government Inspector of schools.

This school enjoys the distinction of having, in the general competition of the State schools of the Colony, obtained the highest marks in spelling and geography; and in writing from dictation it is *ex aequo* with the girls' model school.

[As to cost of education, see previous report.]

No. 3.—SAN FERNANDO

San Fernando

1. School held in a private house, rented at 30 dollars a month. There are three rooms devoted to school purposes. The principal room is commodious and convenient. The upper room, in which the infants' school is held, is too small (10 feet by 14 feet, and 9 feet high) for the attendance (44 children); indeed, on the day of my visit, this room was crammed almost to suffocation, the atmosphere being quite pestilential. There is a third room, used as a class room, but occupied on the occasion of my visit by a poor child who, during the day, had been stricken by fever. Altogether, I regard the school-house as not quite suitable to its purposes.

2. There is sufficient desk accommodation, but the general appearance of the furniture is irregular and slovenly.

3. The head master is Samuel Proctor; age 46; a Presbyterian; married; trained; salary £150 a year; intelligent, painstaking, and respectable.

The principal assistant is Mrs. Proctor, wife of the head master; age 44; Roman Catholic not trained; salary £40 a year; respectable and zealous.

The junior assistant is Augustine Weirs; age 52; Protestant; married (his wife teaches the nonendowed Protestant school); not trained; salary about £12 a year; is also clerk to the Protestant church.

4. The school is organized in three divisions:—

(a) The first, a paying department; each pupil paying a shilling a week, and under the exclusive tuition of Mr. Proctor.

(b) The second, a free department, taught by Mr. Weirs.

(c) The third, an infants' department, taught by Mrs. Proctor.

The time-table is pretty judiciously drawn up, but the classification mainly depending upon the contingency whether the pupils can or cannot, pay school fees, rather than upon a grading in point of knowledge, the organization is defective.

5. School accounts very regularly kept.

6. On the rolls in 1868 there were 256 pupils, of whom 54 had each given not less than 100 attendances; 78 had each given from 50 to 100 attendances; and 124 had each given under 50 attendances. The average attendance was 119.

7. Average age of pupils, 10 years.

8. Of 176 on the rolls on the day of my visit, 117 (including 33 girls) were present. Satisfactory answering being represented by the number 10, the results were: reading, 4.6; spelling, 4.5; dictation, 3.8; writing, 4.3; arithmetic, 1.5; grammar, 0.9; geography, 0.9; industrial instruction very limited; only 4 or 5 girls learning to sew.

9. Of the 117 present, 75 were Roman Catholics; 30 were members of the Church of England; and 12 were members of other Protestant denominations.

There is no religious instruction given in the school; the pupils are said to attend their respective clergy on Wednesdays, but no evidence of attendance was produced to me. Rule 22, for the government of the Borough school as to the issue of certificates of attendance at religious instructions, is not observed.

The Inspector (Mr. Guppy) assisted me in the examination of the school.

In his report of 15th September, 1868, the Inspector says—"The attainments of the pupils in the upper (paying) division are scarcely equal to my expectations."

The school is supported by the Borough Council of San Fernando. The Mayor occasionally visits.

10. The amount expended on this school in 1868, was 1,591 dollars 20 cents; or an average of 29 dollars 46 cents for every pupil who had made not less than 100 attendances during the year.

WARD SCHOOLS

WARD SCHOOLS

No. 1.—CARENAGE WARD SCHOOL

Carenage Ward School

1. House rented at 100 dollars a year; dingy and uncomfortable; no out-offices.
2. Furniture unsuitable.
3. Teacher, Francis Leroux; married; trained; salary, £60 a year.
4. Organization most injudicious . . . . . .
5. Schools records correctly kept.

WARD SCHOOLS

Carenage Ward School

6. On the rolls in 1868, 64 pupils, of whom only 20 had each given not less than 100 attendances; only 15 had each given from 50 to 100 attendances; whilst 29 had each given under 50 attendances. The average attendance was 26.

7. Average age of pupils, 10 years.

8. On day of visit, 48 on the rolls, of whom 19 (including 1 girl) were present.

Results of examination, satisfactory answering being represented by the number 10:—reading, 3; spelling, 1.5; dictation, 1; writing, 3; arithmetic, 1; grammar, 0; geography, 0; industrial instruction, 0.

No attempt at intellectual Training.

9. Of the 48 on the rolls, 45 were Roman Catholics and 3 were Protestants. No religious instruction given in the school or by the teacher. On Wednesdays an average of 7 Roman Catholics attend the Catholic Church for religious instruction.

Mr. Farfan in his report says:—"Teacher is a Roman Catholic; attends church when he is well; is not a communicant. Of 23 Catholics examined, only 6 knew the Lord's prayer, Creed, and Commandments."

10. Cost of support of school in 1868—396 dollars 85 cents; or an average of 19 dollars 84 cents for each child who had given not less than 100 attendances'

School of little public advantage.

Quite close to this school there is a Roman Catholic school under the Rev. Mr. Gye. (See report No. 8, Roman Catholic schools).

Diego Martin Ward School

No. 2.—DIEGO MARTIN WARD SCHOOL

1. House rented at 14 dollars a month; gloomy and unsuitable.

2. School furniture badly arranged, and desk accommodation inadequate.

3. Teacher, Robert Roxburg; age 55; married; trained; salary £80 a year.

4. Time-table pretty judiciously drawn up. I could not, however, determine whether, in the ordinary routine, it is attended to. No lessons prescribed for pupils to prepare at home. Discipline bad.

5. School records fairly kept.

6. On the rolls in 1868, 73 pupils, of whom 27 had each given not less than 100 attendances; 23 had each made from 50 to 100 attendances; whilst 23 had each given under 50 attendances. The average attendance was 36.

7. Average age of pupils, 9 years.

8. On day of visit, 63 pupils on rolls, of whom 30 (including 12 girls) were present. Results of examination, satisfactory answering being represented by the number 10:—Reading, 4; spelling, 4.5; writing, 4; arithmetic, 3; dictation, 4; grammar, 1.5; geography, 0. Industrial instruction: Teacher's wife occasionally gives the girls needlework to do, but I saw no samples of it. No intellectual training whatever.

9. Of the 63 on rolls, 33 were Roman Catholics, 21 members of the Church of England, and 9 members of other denominations. No religious instruction is given in the school. The teacher can produce no evidence that the children attend elsewhere for religious instruction. Messrs. Darling and Farfan visited this school. Mr. Darling says:—"The master is a Protestant, attends church and is a communicant. Of 18 Protestants examined, 10 could repeat the Lord's Prayer, Creed, and Ten Commandments." Mr. Farfan says:—"Of 13 Catholic pupils examined only 4 know the Commandments and their prayers well. No Catholic pupils were communicants."

10. Cost of support of school in 1868, 555 dollars 15 cents, or an average of 20 dollars 56 cents for each child who had given not less than 100 attendances.

In the village there are a Protestant school under the Rev. Mr. Eckel (see No. 7, Protestant schools), and a catholic school under the Rev. Mr. Jouin (see No. 9, Catholic schools). The latter reverend gentleman has three other non-endowed schools in his parish—one, attended by 18 pupils, under a master; another, attended by 9 boys and 4 girls, also under a master; and the third, attended by 6 boys and 12 girls, under a mistress.

Maraval Ward School.

No. 3.—MARAVAL WARD SCHOOL

1. House rented at 6 dollars a month; commodious and convenient.

2. Desk accommodation, consisting of two small desks, entirely inadequate to the number of pupils on rolls.

3. Teacher, Philip Joseph Purcell; age 41; married; trained; salary £75 a year.

4. Time-table unsuitable. Home lessons said to be prescribed to pupils, but I saw no evidence of it. Discipline bad—junior pupils talking incessantly whilst the others were under examination.

5. Teacher neglected to have his return made up—exceedingly negligent in this respect.

6. On the rolls in 1868, 95 pupils, of whom only 26 had each made not less than 100 attendances; 38 had each made from 50 to 100 attendances; whilst 31 had each made under 50 attendances. The average attendance was 60.

7. Average age of pupils, 8 years.

8. Number on rolls on day of visit 110, of whom 29 (including 10 girls) were present. Results of examination very unsatisfactory. Only 6 were put forward as capable of reading. Satisfactory answering being represented by the number 10, the marks obtained were: reading, 3.2; spelling, 3; writing, 3; arithmetic, 0; dictation, 0; grammar, 0; geography, 0; industrial instruction, 0. The teacher knows English only, and until January last was engaged in the St. Madeleine school, Naparima, where English is the language of the pupils. On the 1st of January the Board of Education transferred him to this school, where, English is entirely unknown to the vast majority of the pupils. His services therefore are practically worthless.

9. There are only 2 Protestants in the school, the children of a police constable. No religious instruction is given to the pupils, in the school or elsewhere. This has not been always the case, for in the Visitor's Book I found an entry made by a Catholic clergyman, the Reverend Mr. Emmanuelli, in which he speaks most approvingly of the successful exertions of the former teacher, Mr. Fitzwilliam (now master of Iere village school), in assembling the pupils for religious instruction. Mr. Farfan in his report says, that "of 61 Catholic pupils examined, only 7 knew the Lord's Prayer, Creed, Ten Commandments, and prayers;" and Mr. Darling, speaking of the present teacher, then in St. Madeleine school, says "he is a Protestant (a Wesleyan), attends church, and is a communicant."

Maraval Ward School

His Excellency the Governor was present on the occasion of my visit, and examined the two Protestant pupils in religious knowledge. Their answering was ready and fluent, but mainly by rote.

10. Cost of support of school in 1868, 492 dollars 10 cents; or an average of 18 dollars 92 cents for each child who had given not less than 100 attendances.

No. 4.—ST. ANN'S AND LAVENTILLE WARD SCHOOL.

St. Ann's and Laventille Ward School.

1. House erected partly from the private funds of his Excellency the Governor, and partly from the funds of the ward; design very graceful; light and ventilation excellent; scarcely large enough for the unexpectedly large attendance.

2. Furniture consists of three desks, very inconveniently placed against the wall, and of a number of forms, &c.

3. Teacher, Lucius Estmond; age 60; married; trained; salary £80 a year; was formerly teacher of the Tacarigua Ward School, where he had £100 a year; also taught the St. Joseph's and St. Juan's Ward schools; zealous and painstaking, but broken down by age, and now scarcely capable of performing his work satisfactorily.

4. Organization very inferior; no time-table; no systematic arrangement of business; no regular plan of home lessons; dicipline bad; an enormous leather strap freely applied by the master to reduce the pupils to order.

5. School records satisfactorily kept.

6. On rolls in 1868, 120 pupils, of whom 14 had each made not less than 100 attendances; 40 had each made from 50 to 100 attendances; whilst 66 had each made under 50 attendances. The average attendance; was 63.

7. Average age of the pupils, 10 years.

8. Number on rolls on day of visit, 103, of whom 77 (including 15 girls) were present. Nearly all speak Creole French.

In the upper classes, the interpretation of English into Creole was very fair. The master, however, never engaged his pupils in such an exercise. He thought, he said, that "Creole was forbidden in ward schools." Results of examination unsatisfactory in every subject requiring the slightest resort to judgement. Satisfactory answering being represented by the number 10, the results were: reading, 5.6; spelling, 3.7; dictation, 3; writing, 5; arithmetic, 1.3; grammar, 0.3; geography, 0.9; industrial instruction, 0. Teaching altogether on the rote principle.

9. There were 47 Catholics and 30 Protestants present. On Tuesday, at four o'clock, the Protestants of all denominations attend the Rev. Mr. Brodie, Presbyterian minister, at his meeting-house, for religious instructions. The Roman Catholics receive no religious instruction either in the school or elsewhere. Mr. Darling, when he visited on the 17th July, 1868, examined 25 Protestants, and found that only 3 of them could repeat the Lord's Prayer, Creed, and Ten Commandments. Mr. Farfan, on the occasion of his visit, found that of 25 Catholics examined, only 7 knew the Lord's Prayer, Creed, and Ten Commandments. Mr. Darling, speaking of the teacher, says:—"He is a Protestant; attends church; is a communicant."

10. Cost of support of school in 1868, 823 dollars 22 cents. Of this amount, the sum of 400 dollars 80 cents, was expended on the building. The latter item being omitted, as not an ordinary expense, the average per pupil who had given at least 100 attendances is 30 dollars 18 cents.—a fact which can scarcely be regarded as satisfactory.

I make reports on six Catholic and five Protestant non-endowed schools in Port-of-Spain and its neighbourhood. The Catholic schools are—St. Joseph's Convent, St. Dominick's, St. Patrick's Boys', St. Patrick's Girls', Corbeautown, and Belmont. The Protestant schools are—Cambridge-street, Chacon-street, All Saints, Belmont, and the Coolie school, Newtown.

No. 5.—SANTA CRUZ WARD SCHOOL

Santa Cruz Ward School

1. House rented at 10 dollars a month; no out-offices; tolerably well adapted to school purposes.

2. There is only one desk—a double one—which is quite inadequate.

3. Teacher, George Horatio Durham; age 31 ; not married; trained; salary £80 a year.

4. The time-tables are very elaborate; home lessons (in Grammar only) prescribed for 4th and 5th classes. There is no clock: observance of the routine accordingly impossible.

5. School accounts in a satisfactory state.

6. On the rolls in 1868, 83 pupils, of whom 25 had each made not less than 100 attendances; 29 had each made from 50 to 100 attendances; and 29 had each made under 50 attendances. The average attendance; was 35.

7. Average age of pupils, 11 years.

8. Number on rolls on day of visit, 70; of whom 45 (including 2 girls) were present. Results of examination—considered with reference to the ages of the children—miserably low. No correspondence between the classification the attainments of the pupils. Satisfactory answering being represented by the number 10,

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the results were: reading, 3.7 ; spelling, 3; dictation, 3; writing, 4; arithmetic, 0.6; grammar, 0; geography, 1.7; industrial instruction, 0.

Santa Cruz Ward School

9. All the pupils were Roman Catholics. No religious instruction given in the school; only a few attend the Catholic Church for the purpose. Teacher states that when the children receive their first Communion they cease to learn their catechism. The rule as to certificates of religious instruction is not observed. "The master," Mr. Farfan reports, "is a Roman Catholic, but not a communicant." Mr. Farfan also reports that "of 45 Roman Catholic pupils examined, only 9 knew the Lord's Prayer, creed, and ten commandments."

10. The amount expended on the support of the school in 1868 was 504 dollars, or an average of 20 dollars 16 cents per pupil who had given not less than 100 attendances. This appears to me to be merly a waste of public money.

The absence of girls is a remarkable feature of this school. As already stated, of 45 pupils present only 2 were girls. The master explained this by informing me that the people of the neighbourhood entertain a repugnance to a mixture of girls and boys at the same school. I received a different explanation, however, from the parish priest, who lives at a short distance from the school. This explanation contained the recital of a charge of gross immorality against the teacher. The charge was investigated last year by the Inspector of schools, and the issue was the acquittal of the teacher.

No. 6.—SAN JUAN WARD SCHOOL.

San Juan Ward School

1. House rented at 10 dollars a month; untidy-looking; out-offices in bad order; teacher's residence unfit for occupation. No play-ground.

2. Furniture utterly inadequate; only one desk.

3. Teacher, Robert Daniel; age, 30; married. trained (for six months only); salary £80 a year; intelligent, fairly diligent.

4. There is a skilfully contrived time-table, which, however—there being no clock—is not attended to. Home lessons prescribed in "Political Economy" only. Organization generally defective.

5. School accounts correctly kept.

6. On rolls in 1868, 127, of whom 26 had each made not less than 100 attendances; 38 had each made from 50 to 100 attendances; and 63 had each made under 50 attendances. The average attendance was 45.

7. Average age of the pupils, 11 years.

8. Number on rolls on day of visit, 100, of whom 66 (including 16 girls) were present. Results of examination generally unsatisfactory. One boy answered well in arithmetic—one of the few I met with in the Ward Schools capable of doing a sum in simple proportion. But the general answering was inferior. Satisfactory answering being represented by the number 10, the marks obtained were—reading, 3.4; spelling 3.2; dictation, 3.4; writing, 5 (but the latter is a result fo Mr. Estmond's teaching, for since Mr. Daniel took charge in January, there have been no copy-books for the use of the pupils); arithmetic, 3.1; grammar, 0; geography, 2.7; industrial instruction, 0; political economy, 0. The teacher very ostentatiously professed that instruction was given in political economy. There was not a single pupil, however, who knew the elementary definition of an article of value, or indeed who knew anything at all about the subject.

9. There was one Protestant pupil; the rest were Catholics. No religious instruction is given in the school. When I asked the teacher if the pupils went to the church for religious instruction, he replied that he "was not aware"—that he "never inquired". The rule as to religious-instruction certificates is not observed.

Mr. Darling, reporting of the teacher (then in Iere Village Ward School), says—"He is a Protestant (of the Church of England); attends the Presbyterian Church; is not a communicant." Mr. Darling examined one Protestant child, who knew the Lord's prayer, Creed, and Commandments.

Mr. Farfan reports that "of 32 Catholics examined, 9 knew the Catechism; 9 the Mysteries, Lord's prayer, and Creed; and the rest knew nothing."

10. The amount expended on the support of the school in 1868 was 504 dollars, or an average of 19 dollars 38 cents per pupil who had given not less than 100 attendances.

In reference to the extraordinary want of school requisites, especially of copy-books, the teacher explained to me that he had made application to the warden, in January, for the necessary supply.

I was accompanied in my visit by Judge Fitzgerald, a member of the Board of Education.

[The Catholic school of St. Louis de Gonzaga, and the Protestant school of St. Matthias, lie on the road between Port-of-Spain and St. Juan. The Protestant school of St. John's, and the Coolie school at El Socorro, are not far from San Juan. I report upon them all.]

No.7.—ST. JOSEPH'S WARD SCHOOL.

St. Joseph's Ward School.

1. House the property of the Ward; an irregularly-shaped building; area of floor, 454 square feet; no out-offices; no play-ground.

2. Desk accommodation inadequate.

3. Teacher, Joseph Daniel; married; trained; salary, £90 a year.

4. Time-table judicious.

5. The rolls and register are satisfactorily kept, but no report-book entry had been made since December.

6. In 1868 there were 98 on the rolls, of whom 27 had each made not less than 100 attendances; 22 had each made from 50 to 100 attendances; and 49 had each made under 50 attendances. The average attendance was 50.

St. Joseph's Ward School

7. Average age of the pupils, 11 years.

8. Numher on rolls on day of visit, 78, of whom 43 (including 12 girls) were present. Result of examination unsatisfactory. Satisfactory answering being represented hy the numher 10, the marks obtained were:—Reading, 2.5; spelling, 2; dictation, 2; writing, 2.5; arithmetic, 1; grammar, 0; geography, 0; industrial instruction, 0. Of the 43 present, 30 were put forward hy the master as learning only the Primer. There were only 3 classified in the Third Book, and none higher.

9. There was one Protestant child present; the rest were Roman Catholics. No religious instruction is given in the school. On Wednesdays and Sundays the Catholics attend the church for religious instruction—on the Wednesdays with a pretty fair degree of regularity. The rule as to certificates of pupils' attendance at religious instruction is not observed.

Mr. Farfan reports:—"The master is a Protestant; sometimes attends church; is not a communicant. Of 62 Catholic pupils examined, only 12 knew their Catechism pretty well—the remainder scarcely knew anything."

10. The amount expended on the support of the school in 1868 was 706 dollars 96 cents; or an average of 26 dollars 18 cents for each pupil who had made not less than 100 attendances.

Expenditure being compared with results, this appears to be a serious case.

[The St. Joseph's Catholic School is in the town of St. Joseph, and the Tuna-puna Protestant School lies between St. Joseph and St. Mary, Tacarigua. I report on hoth.]

No. 8.—MARACCAS WARD SCHOOL.

Maracas Ward School

1. House 32 feet hy 16 feet; rented at 8 dollars a month; no out-offices:

2. There are 4 desks—ample for the attendance.

3. Teacher, Michael Furlong; age 44; a widower; trained; salary, £85 a year.

4. Organization very imperfect; time-tahle injudicious; children not required to prepare lessons at home.

5. School records satisfactorily kept.

6. In 1868 there were 70 on the rolls, of whom 14 had each made not less than 100 attendances; 26 had each made from 50 to 100 attendance; and 30 had each made under 50 attendances. The average attendance was 29.

8. The numher on the rolls on the day of my visit was 54, of whom 20 (all hoys) were present. Thirteen of the 20 were in the Primer, and the remainder in the Second Book only. Results, of the most elementary character. Satisfactory answering being represented hy the numher 10, the results were:—Reading, 3; spelling, 4; dictation, 0; writing, 0; arithmetic, 0; grammar, 0; geography, 0; industrial instruction, 0. The children spoke either Spanish or French. With none of them is English the language of home. Hence, an energetic, ahle teacher is required in the place.

9. The children are all Roman Catholics. The teacher is a Protestant. No religious instruction is given in the school.

The children do not attend the Catholic church for religious instruction. Even on Sundays they rarely go to the church, as it is some three or four miles off. Mr. Farfan reports:—"The teacher is a Protestant; attends church; is a communicant. Of the 28 children examined, only 1 knew the catechism; 14 knew the Mysteries, Lord's Prayer, and Creed; 6 knew the Lord's Prayer only; and the rest knew nothing except making the sign of the Cross."

10. The cost of support of the school in 1868 was 513 dollars 50 cents, or an average of 36 dollars 67 cents for each child who had made not less than 100 attendances. This is an immense expenditure, whilst the results are scarcely appreciahle.

The absence of girls is a remarkahle feature in the attendance. The master accounted for it hy attrihuting it to the circumstance that the previous day had heen a fete day at St. Joseph's. But Mr. Farfan, when he visited last year, found only two girls present.

I was accompanied in my visit hy Mr. Justice Fitzgerald, a memher of the Board of Education.

No. 9.—CAURA WARD SCHOOL

Caura Ward School.

1. House rented at 6½ dollars a month; earthen floor; no out-offices; unsuitahle.
2. Furniture consists of three desks, forms, &c.
3. Teacher, Wellington Edwards; age 37; a widower; trained for a short period; salary £80 a year.
4. Organization had; time-tahle injudicious; no home lessons prescribed for the pupils.
5. Accounts in an unsatisfactory condition; register incomplete; no report hook since December.
6. In 1868 there were 66 on the rolls, of whom 9 had each made not less than 100 attendances; 21 had each made from 50 to 100 attendances; and 36 had each made under 50 attendances. The average attendance was 21.
7. Average age of pupils, 9½ years.
8. The numher on rolls on day of visit was 50, of whom 16 (including 7 girls) were present. Eleven of the 16 were only learning the Primer. Of the remaining 5, only 1 had advanced as high as the Third Book. The results of my examination were exceedingly disappointing. Satisfactory answering heing represented hy the numher 10, the results were:—reading, 3.2; spelling, 1; writing, 2.5; dictation, 0; arithmetic, 1.2; grammar, 0; industrial instruction, 0; intelligence in translating from English to the patois of the place, very feehle.

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Caura Ward School

9. The children are all Roman Catholics. No religious instruction is given in the school. It is a year since any of the children went to Church for religious instruction. Rule as to certificates of attendance not observed. Mr. Farfan reports that " the teacher is a Roman Catholic; when he goes to St. Joseph's, he attends Church; he is not a cummunicant. Of 18 pupils examined, only 4 knew the mysteries, Lord's Prayer, creed, and other prayers."

10. The amount expended on the support of the school in 1868 was 510 dollars; or an average of 56 dollars 66 cents per pupil who had given not less than 100 attendances. This is a case for grave consideration.

I was accompanied in my visit hy Mr. Arthur Gordon, Private Secretary to His Excellency the Governor.

No. 10.—TACARIGUA WARD SCHOOL

Tacarigua Ward School

1. House rented at 16 dollars a month; in had order at present.
2. The desks are placed round the walls—an inconvenient arrangement.
3. Teacher, Louis Alexis; age 22; not married; trained; salary £85 a year; intelligent and energetic; scarcely responsihle for defects of school, as he took charge only on January 1st, of this year.
4. Time-table judicious.
5. Accounts accurately kept.
6. In 1868 there were 100 pupils on the rolls, of whom 19 had each given not less than 100 attendances; 24 had each given from 50 to 100 attendances; and 57 had each given less than 50 attendances. The average attendance was 33.
7. Average age of Pupils, 11 years.
8. Numher on rolls on day of my visit, 67, of whom 34 (including 7 girls) were present. Satisfactory answering heing represented hy the number 10, the results were: reading, 4; spelling, 2.7; dictation, 2.6; writing, 4; arithmetic, 2; grammar, 1; geography, 3; industrial instruction, 0 0.
9. Twenty-one of the numher on rolls were Roman Catholics, and 46 were Protestants. The teacher is a Roman Catholic, hut he attends the service of the Protestant Church at Tacarigua, the nearest Roman Catholic Church being, he says, at an inconvenient distance—ahout 2 miles away. There is no religious instruction given in the school. The rule as to the certificate of attendance at religious instruction is not observed. On Wednesdays the Protestant pupils attend the Rev. Mr. Richards, at his Infants' School, for religious instruction. Mr. Darling reports that of 24 Protestant pupils whom he examined, 16 could repeat the Lord's Prayer, Creed, and Ten Commandments. Mr. Farfan reports that of 11 Catholic pupils whom he examined, only 1 kenw the Catechism. None were communicants.
10. The amount expended in 1868 on the support of the school was 672 dollars; or an average of 35 dollars 36 cents per pupil who had made not less than 100 attendances.

There is a Protestant school in the village.

No. 11.—AROUCA WARD SCHOOL.

Arouca Ward School.

1. The house is the property of the Ward: it was purchased for 800 dollars. The school-room is 32 feet hy 16 feet. The out-offices are in had order.
2. The desk accommodation is insufficient.
3. Teacher, Peter Lagrinada-Gihbs: age 35; married; trained for a short period; salary, £95 a year; freely used a leather strap in the chastisement of the pupils.
4. Time-tahle very elaborate; scarcely practicahle to carry it out in so large a school, with only one teacher.
5. Accounts regularly kept.
6. In 1868 there were on the rolls 176 pupils, of whom 16 had each made not less than 100 attendances; 37 had each made from 50 to 100 attendances; whilst 123 had each made less than 50 attendances. The average attendance was 51.
7. Average age of pupils, 7½ years.
8. On the day of my visit there were 94 on the rolls, of whom 60 (including 26 girls) were present. The proficiency was unsatisfactory. Satisfactory answering being represented hy the number 10, the results were: reading, 2.5; spelling, 1.8; dictation, 1.3; writing, 3.1; arithmetic, 1.9; grammar, 0; geography, 0; industrial instruction, 0.
9. Of those present, 25 were Roman Catholics, 31 were Protestants of the Church of England, and 4 were members of other denominations. The teacher is a member of the Church of England, hut he says that, as he believes a little of the doctrines of the different Churches, he sometimes, on Sundays, attends the Catholic Church, sometimes the Protestant, &c. No religious instruction is given in the school. The rule as to certificates of attendance at religious instruction is not ohserved. Mr. Darling reports that "the teacher is not a communicant;" that "of 30 Protestant pupils examined, 21 could repeat the Lord's Prayer, Creed, and Ten Commandments;" and that "the Protestant pupils attend the Rev. Henry Richards for religious instruction, on Wednesdays, from 4 to half-past 5 o'clock, and on Sundays before the afternoon service." Mr. Farfan reports that "of 14 Catholic pupils examined, only one knew the Lord's Prayer, Creed, and Commandments."
10. The amount expended on the support of the school during the year 1868 was 401 dollars 85 cents, or an average of 25 dollars 5 cents for each pupil who had made not less than 100 attendances.

The opening of a school under the Catholic priest in the early part of last year reduced the attendance at this school very considerahly.

Upon the recommendation of the Inspector, the master had recently got an increase of £15 to his salary, which had previously been £80 a year.

No. 12.—ARIMA WARD SCHOOL.

Arima Ward School.

1. House the property of the Ward; school-room 30 feet by by 20 feet; suitable and commodious.

2. Furniture ample.

3. Teacher, George Alexander Cezair; age, 29; married; trained; salary, £90 a year; solicitous about affairs not connected with his school duties; engaged in an extensive correspondence with Ward schoolmasters to petition the Governor for an increase of their salaries.

4. No home lessons prescribed for the pupils.

5. School rolls in a satisfactory state; school register not fully filled up; entry for each day in report book not made until the following morning.

6. In 1868 there were 123 pupils on the rolls, of whom 40 had each made not less than 100 attendances; 41 had each made from 50 to 100 attendances; and 42 had each made under 50 attendances. The average attendance was 55.

7. Average age of the pupils, 9 years.

8. On the day of my visit there were 58 pupils present (including 20 girls). The parents of the pupils are chiefly Spanish and Indian; but; giving full consideration this difficulty, I consider the results very discreditable. Satisfactory answering being represented by the number 10, the results were; reading, 3.2; spelling, 3.1; dication, 2.4; writing, 4.5; arithmetic, 0.3; grammar, 0.6; geography, 0.3; industrial instruction, 0.

9. The children are all Roman Catholics. The teacher is a Roman Catholic. When asked what church he attended on Sundays, he replied, "The Romish Church I now and then attend." The Board of Education gave permission to the Roman Catholic priest to give religious instruction to the pupils in the school-room. The late priest availed himself of this licence, but the present priest declines to visit the school. The children attend the Catholic Church for religious instruction—the girls on Wednesdays, and the boys on Saturdays. The priest reported to me that the attendance on those occasions was exceedingly small and irregular. The rule as to certificates of attendance at religious instruction is not observed. Mr. Farfan reports that "the teacher is not a communicant;" and that "of 66 Catholics examined, only 12 knew the Mysteries, and could say their prayers."

10. The amount expended on the support of the school in 1868 was 500 dollars; or an average of 12 dollars 50 cents for each pupil who had given not less than 100 attendances.

I was accompanied in my visit by Mr. Wilson, Private Secretary to his Excellency the Governor, and by Mr. Sylvester Devinish, Crown Surveyor.

There is a Catholic school in the place.

No. 13.—CHAGUANAS WARD SCHOOL.

Chaguanas Ward School

1. House rented at 15 dollars a month; rickety and unsuitable; supply of water bad.

2. Very narrow desks, which are inconveniently placed against the walls of three sides of the school-room.

3. Teacher, John Skerrett; age 29; married; trained; salary £100 a year.

4. Time-table elaborate, but injudicious. Home lessons prescribed in grammar and spelling only.

5. School records satisfactorily kept.

6. In 1868 there were 86 on the rolls, of whom 28 had each given not less than 100 attendances; 23 had each given from 50 to 100 attendances; and 35 had each given less than 50 attendances. The average attendance was 41.

7. Average age of the pupils, 8 years.

8. The number on the rolls on the day of my visit was 81, of whom 57 (including 24 girls) were present. Satisfactory answering being represented by the number 10, the results were: reading, 3.6; spelling, 3.4; dictation, 1.9; writing, 4.5; arithmetic, 0.8; grammar, 0; geography (of Trinidad), 5; industrial instruction, 0.

Upon two days of the week the pupils of the fifth class read "Goldsmith's History of England," a book which is unmistakably unsuitable for use in a school attended largely by Catholic children.

9. Thirty-one Roman Catholics and 26 Protestants were present on the day of my visit. No religious instruction is given in the school. The rule as to certificates of attendance at religious instruction is not observed. Mr. Darling reports that "the master is a Protestant; attends church; and is a communicant." Mr. Farfan reports that "of 25 Catholics examined, only 2 knew the Lord's Prayer, Creed, Ten Commandments, and Mysteries."

10. The amount expended on the support of the school during 1868 was 663 dollars 42 cents, or an average of 23 dollars 80 cents per pupil who had given not less than 100 attendances.

No. 14.—COUVA WARD SCHOOL.

Couva Ward School.

1. House the property of the ward; school-room 35 feet by 15; floor and roof in bad repair; house utterly unsuitable to school purposes.

2. Desks inconveniently arranged along side walls.

3. Teacher, Henry C. Paul; age 36; married; trained; salary £100 a year.

4. No arrangement for home lessons.

5. School records satisfactorily kept.

6. In 1868 there were 57 on the rolls, of whom 16 had each given not less than 100 attendances; 17 had each given from 50 to 100 attendances; and 24 had each given under 50 attendances. The average attendance was 21.

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Couva Ward School

7. Average age of pupils, 9 years.

8. On the day of my visit there were 45 on the rolls, of whom 22 (including 8 girls) were assemhled for examination. The results were not satisfactory. The deficiencies in arithmetic were remarkably striking. Satisfactory answering being represented by the number 10, the results were:—reading, 4.1; spelling, 3; dictation, 2; writing, 3.8; arithmetic, 0; grammar, 0; geography, 0; industrial instruction, 0.

9. Of the pupils present, 4 were Roman Catholics, 15 were members of the Church of England, and 3 were memhers of other religious denominations. "The master," Mr. Farfan reports, "is a Catholic, sometimes assists at Church on Sundays, is not a communicant."

There is no religious instruction given in the school-room. On being asked if the Catholics received religious instruction elsewhere on the Wednesdays or Saturdays, the master replied that "he was not aware. On heing asked the same question with reference to the Protestant pupils, he said, addressing the children, "Don't a few of you go on Wednesdays to receive religious instruction?"

The rule as to certificates of attendance at religious instruction is not observed. Mr. Darling reports that, "of 11 Protestant pupils examined, only 4 knew the Lord's Prayer, Creed, and Ten Commandments;" and Mr. Farfan reports that "4 Catholic pupils, when examined, knew only the Lord's Prayer and Creed."

10. The amount expended on the support of this school in 1868 was 574 dollars 20 cents; or an average of 35 dollars 88 cents for each pupil who had given not less than 100 attendances.

[I also report on the Protestant school of Couva, and on the Protestant school of St. Sylvan, in the parish of Couva.]

No. 15.—SAVANETTA WARD SCHOOL.

Savanetta Ward School.

1. House rented at 10 dollars a month: roof in had repair: altogether unsuitable.

2. Furniture ample.

3. Teacher, Edward Fraser; age 50; married; trained; salary, £90 a year.

4. Organization imperfect; no arrangement for home lessons.

5. The School Register is incomplete. Since April, 1867, teacher has simply registered the names, &c., on a fly-leaf.

6. The number on the rolls in 1868 was 70, of whom 11 had each given not less than 100 attendances; 16 had each given from 50 to 100 attendances; and 43 had each given under 50 attendances. The average attendance was 19.

7. Average age of pupils, 12 years.

8. On the day of my visit the numher on the rolls was 55, of whom 20 (including 6 girls) were present. The answering was miserahly low. Satisfactory answering being represented hy the numher 10, the results were:— reading, 2; spelling, 2.2; dictation, 2.1; writing (on slates only), 4.1; arithmetic, 1.1; grammar, 0; geography, 0.3; industrial instruction, 0.

The children do not write on paper. The master says their parents will not purchase any for them.

9. Of the pupils present, 16 were members of the Church of England, 2 were Methodists, and 2 were Roman Catholics. There is no religious instruction given in the school-room. On Wednesdays the Protestant pupils attend the Phœnix Park Protestant school for religious instruction. Mr. Darling reports that "the master is a Protestant; attends church; is not a commmunicant:" and that "of 18 Protestant pupils examined 12 could repeat the Lord's Prayer, Creed, and Commandments." Mr. Farfan examined one Catholic child, who only knew the Lord's Prayer and Creed.

10. The amount expended on the support of this school in 1868 was 639 dollars 7 cents, or an average of 58 dollars 10 cents for each pupil who had made not less than 100 attendances.

This case demands the gravest consideration.

[I also report on the Protestant schools of Providence and St. Simon's, in the same parish as this school.]

No. 16.—POINT-A-PIERRE WARD SCHOOL.

Point-a-Pierre Ward School

1. House rented at 8 dollars a month; in had order; unsuitahle.

2. The furniture consists of one desk; the school-room presents a very wretched appearance.

3. Teacher, John Callender; age 40; married; trained for 2½ years in the normal school; salary, £70 a year.

4. Organization bad; no provision for home lessons.

5. The school records were posted up to the day of my visit.

6. The number on the rolls in 1868 was 52, of whom 6 had each given not less than 100 attendances; 18 had each given from 50 to 100 attendances; and 28 had each given less than 50 attendances. The average attendance was 15.

7. Average age of pupils, 9 years.

8. On the day of my visit—it was a Saturday—the numher on the roll was 33. The teacher had to summon the pupils in the immediate neighbourhood; and the result was, the attendance of 5 boys and 1 girl. On the previous day there had been 19 present, of whom only 8 were classified higher than the Primer; of these 8, I had 5 before me—one of them being the head hoy of the school. I therefore felt satisfied that I had a fair sample of the school in the few who were present. The answering was very bad, except in the case of the head boy, the teacher's own son, who in some respects acquitted himself tolerably well. Satisfactory answering being represented hy the number 10, the results were;—Reading, 3; spelling, 4; dictation, 4; writing, 3; arithmetic, 3; grammar, 0; geography, 3; industrial instruction, 0.

Pointe-a-Pierre Ward School

9. The 6 pupils were Protestants. At present there is no religious instruction given in the school. In his report of the 19th November, 1868, Mr. Guppy, the Inspector of schools, says:—"At this school an irregularity has been sanctioned upon the request of the clergyman of the English church, Mr. Laurie. Tuesday is made the day for religious instruction instead of Wednesday; but notwithstanding this compliance with the wishes of the English clergyman, he has not attended during this quarter." The rule as to certificates of attendance at religious instruction is not observed. Mr. Darling reports that "at the close of the year 1867 there were on the rolls 22 Catholics and 14 Protestants;" that "of 8 Protestants" whom he examined "6 could repeat the Lord's Prayer and Creed, and 2 the Lord's Prayer only;" and that "the teacher is a Protestant; attends church; but is not a communicant." Mr. Farfan, reporting of 4 Catholic pupils whom he examined, says that "only 1 knew as much as the Lord's Prayer."

10. The amount expended on the support of this school in 1868 was 432 dollars; or an average of 72 dollars for each pupil who had given not less than 100 attendances.

Within a mile of this school a Catholic school has been established by the priest of the parish which circumstance accounts for the absence of Catholic pupils. Last year there were 14 Catholics in this Ward school.

The Board of Education gave the Reverend Mr. Laurie, the Church of England clergyman of the parish, the use of the school-room on Sundays, for public worship. The teacher informed me that Mr. Laurie had not availed himself of this privilege for the last year or so.

Subsequently to the date of my visit, the Board of Education, on the report and recommendation of Mr. Guppy, the Inspector of schools, dismissed the teacher for failure and continued inefficiency.

No. 17.—ST. JOSEPH'S, NAPARIMA, WARD SCHOOL.

St. Joseph's Naparima, Ward School.

1. House the property of the ward; out-offices in bad order; school-room to a small; unsuitable.

2. There are only three small desks—quite inadequate.

3. Teacher, Alexander Birmingham; age, 24; not married; trained in normal school for 3 years; salary, £90 a year; in charge only since 1st January; previously in charge of Laventille Ward School; smart and intelligent.

4. Time-table judicious.

5. School records satisfactorily kept.

6. On the rolls in 1868, 77 pupils, of whom 31 had each given not less than 100 attendances; 25 had each given from 50 to 100 attendances; and 21 had each given under 50 attendances. The average attendances was 41.

7. Average age of pupils, 8½ years.

8. On the day of my visit, there were 81 pupils on the rolls, of whom 65 (including 27 girls) were present. Satisfactory answering being represented by the number 10, the results were; reading, 4.5; spelling, 5.6; dictation, 4.4; writing, 4; arithmetic, 2.2; grammar, 1; geography, 2; industrial instruction, 0. Translation of English into the Creole patois, pretty fluent.

9. Of the 81 on the rolls, 56 were Catholics, 19 were members of the Church of England, and 6 belonged to other religious persuasions. The teacher is a Roman Catholic; but since his arrival in St. Joseph's—7 weeks ago—he has not attended any place of worship. Mr. Farfan, reporting on him when teacher of Laventille Ward School, says:—"He attends church regularly, and is a communicant." Reporting upon his examination of this school, Mr. Farfan says that, "of 16 Catholic pupils present, only 2 knew the Lord's prayer, Creed, and Ten Commandments." Mr. Darling, reporting of 12 Protestant pupils whom he examined says that "only one knew the Lord's prayer, Creed, and Ten Commandments."

10. Cost of maintaining the school in 1868, 464 dollars 43 cents, on an average of 14 dollars 98 cents for each pupil who had given not less than 100 attendances.

The master teaches singing, and accompanies himself on the harmonium. The song which he got the children to sing for me belonged to the Negro school of minstrelsy.

No. 18.—ST. MADELEINE WARD SCHOOL.

St. Madeleine Ward School.

1. House rented at 12 dollars a month; walls disfigured; school-room untidy, and too small.

2. There are only two desks; furniture unsuitable.

3. Teacher, Robert Greenidge; age 34; married; trained (for four months only); salary £100 a year; in charge of this school only since 1st January.

4. Time-table judiciously planned, but, there being no clock, the arrangements set forth can scarcely be properly carried out.

5. The register is kept very imperfectly, the religion of many of the pupils not being recorded.

6. On the rolls in 1868, 107 pupils, of whom 14 had each made not less than 100 attendances; 23 had each made from 50 to 100 attendances; and 70 had each made under 50 attendances. The average attendance was 28.

7. Average age of pupils, 14 years.

8. On the day of my visit there were 87 on the rolls, of whom 61 (including 23 girls) were present. Satisfactory answering being represented by the number 10, the results were: reading, 4; spelling, 5; dictation, 3; writing, 4; arithmetic, 2; grammar, 0.8; geography, 1.8; industrial instruction, 0; discipline, bad.

9. Of the 87 on rolls, 51 were Protestants, and 36 were Catholics. No religious instruction is given in the school; nor do the pupils attend elsewhere for religious instruction. Reporting on the master, then in the Oropouche school, Mr. Darling says,—"He is a Protestant, attends Church, and is a communicant;" and, reporting on the religious instruction of the pupils of this school, Mr. Darling says that "of 12 Protestants

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examined, 6 could repeat the Lord's Prayer, Creed, and Ten Commandments." Mr. Farfan says that, "of 5 Catholic pupils examined, only 2 knew the Lord's Prayer, the Creed, and the mysteries."

St. Madeleine Ward School

10. The amount expended on the support of the school in 1868 was 640 dollars 51 cents; or an average of 45 dollars 75 cents per pupil who had given not less than 100 attendances.

St. Clement's Protestant school is at a short distance from this.

No. 19.—IERE VILLAGE WARD SCHOOL.

Iere Village Ward School.

1. House the property of the ward; no out-offices; school-room, 16 feet; hy 30 feet; wants a gallery or class-room.

2. There are only three desks, which are inconveniently placed round the wall—the pupils, when seated, facing the wall.

3. Teacher, James Frederick Fitzwilliam; age 21; not married; trained; salary £90 a year; intelligent.

4. Organization very defective; time-tahle injudicious.

5. School records fairly kept.

6. On the rolls in 1868, 71 pupils, of whom 25 had each given not less than 100 attendances; 13 had each given from 50 to 100 attendances; and 33 had each given less than 50 attendances. Average attendance 30.

7. Average age of the pupils, 10.4 years.

8. On the day of my visit the numher on the rolls was 60, of whom 49 (including 17 girls) were present. The answering was unsatisfactory. Satisfactory answering being represented hy the number 10, the results were:—reading, 4; spelling, 3.6; dictation, 5.1; writing, 4 (only four pens altogether in the school); arithmetic, 3.1; grammar, 1.2; georgraphy, 1.6; industrial instruction, 0. Discipline very had. Copying or prompting universal.

9. Of the 60 on the rolls, 52 were Protestant Dissenters, 3 were memhers of the Church of England, and 5 were Roman Catholics. There is no religious instruction given in the school. The teacher could give me no reliahle information as to whether the children attended for religious instruction elsewhere. The rule as to certificates of attendance at religious instruction is not observed. Mr. Farfan. reporting on the teacher —then in charge of the Maraval school—says, "He is a Roman Catholic; attends church regularly; is not a communicant." Reporting on the religious knowledge of the Catholic pupils of this school, Mr. Farfan ohserves: "The master (R. J. Daniell) says that the Catholics as well as the Church of England Protestants attend every week to the religious instruction given at the Preshyterian Church. Of 7 Catholics examined, 4 only knew so much as the Lord's Prayer and Creed." Mr. Darling says: "Of 16 Protestant pupils examined, 5 knew the Lord's Prayer, the Creed, and the Ten Commandments."

10. The amount expended on the support of this school in 1868 was 686 dollars 81 cents, or an average of 27 dollars 47 cents for each pupil who had made not less than 100 attendances.

In Iere Village there is also a non-endowed Coolie school.

No. 20.—SAVANNA GRANDE, MISSION, WARD SCHOOL.

Savanna Grande Mission, Ward School.

1. House rented at 12 dollars a month; commodious; suitahle.

2. Desk accommodation scarcely ample.

3. Teacher, Eugene Wears; age 28; married; trained; salary £100 a year.

4. Organization imperfect; time-table not adhered to, a new one heing in preparation.

5. The school rolls have not been kept since the 1st January.

6. On the rolls in 1868, 142 pupils, of whom 46 had each given not less than 100 attendances; 62 had each given from 50 to 100 attendances; and 34 had each given under 50 attendances. Average attendance, 66.

7. Average age of pupils, 10 years.

8. On the day of my visit there were 120 on rolls, of whom 100 (including 40 girls) were present. I was assisted in the examination hy the Inspector of schools, who examined the second and Sequel classes. Satisfactory answering being represented hy the number 10, the results were:—reading, 5.1; spelling, 4.6; writing, 4 (only four pens in the school—the attendance 100); dictation, 4.8 arithmetic, 2.8; grammar, 2; geography, 0; industrial instruction, 0.

9. Of the 120 on the rolls, 61 were Roman Catholics, 39 were members of the Church of England, and 20 were members of other persuasions. No religious instruction given in the school, and no evidence that the Children attended elsewhere for religious instruction. The Rev. Mr. Gillott, the clergyman of the Church of England, informed me that the Church of England pupils do not attend at all regularly upon him for their religious instruction on Wednesdays. Reporting on the teacher (then in charge of the St. Joseph's Naparima school), Mr. Darling says: "He is a Protestant, attends church, is not a communicant;" and, reporting on the religious knowledge of the Protestant pupils of this school, the same gentleman says that, "of 32 examined, 11 could repeat the Lord's Prayer, Creed, and Ten Commandments." Reporting on the religious knowledge of the Catholic pupils, Mr. Farfan says that, "of 28 examined, only 1 knew the Lord's Prayer, Creed and Ten Commandments."

10. The amount expended on the support of this school in 1868, was 637 dollars 62 cents; or an average of 13 dollars 86 cents per pupil who had given not less than 100 attendances.

No. 21.—INDIAN WALK WARD SCHOOL.

Indian Walk Ward School.

1. House the property of the ward; in very bad repair; otherwise suitable. There are 6¾ acres of land, in bush, attached to the school, which land also is the property of the ward.

2. Desk accommodation insufficient.

3. Teacher, Elijah Bonnett; age 30; not married; trained; salary £80 a year.

4. Organization bad; time-table injudicious.

Indian Walk Ward School

5. The school register is imperfect; it fails to exhibit the progress of the pupils from class to class.

6. On the rolls in 1868 there were 94 pupils, of whom 29 had each given not less than 100 attendances; 22 had each given from 50 to 100 attendances; and 43 had each given under 50 attendances. The average attendance was 35.

7. Average age of pupils, 10 years.

8. On the day of my visit, there were 68 on the rolls, of whom 25 (including eleven girls) were present. [Eleven boys and 6 girls arrived three-quarters of an hour after the time for beginning the day's business, and after I had commenced the examination; but as I did not examined them, I do not include them in the number I return as present.] Results unsatisfactory. Satisfactory answering being represented by the number 10, the results were: reading, 3.5; spelling, 4; dictation, 0; writing—not a single copybook in the school; not one to be seen as a specimen of writing; "out" of copybooks since November; arithmetic, 0; grammar, 0; geography, 0; industrial instruction, 0.

Some of the children have been in the primer upwards of two years.

9. Of the 68 on the rolls, 54 are Dissenters, 10 are members of the Church of England, and 4 are Roman Catholics. There is no religious instruction given in the school-room. A few of the Protestants attend the religious instruction given by Mr. Jamison, Church of England Catechist, at Dunmore Hill, on Wednesdays. The rule as to certificates of attendance at religious instruction is not observed. Reporting on the school, Mr. Darling says: "The teacher is a Protestant, and a communicant. Of 22 Protestants examined, 4 could repeat the Lord's Prayer, Creed, and Ten Commandments."

10. The amount expended on this school in 1868 was 458 dollars 75 cents, or an average of 15 dollars 80 cents for each pupil who had given not less than 100 attendances.

The Dunmore Hill Protestant school—see report—is at a short distance from this school.

No. 22.—VICTORIA VILLAGE WARD SCHOOL.

Victoria Village Ward School.

1. House rented at 15 dollars a month; no out offices; position bad; immediately adjoins a distillery, the lees of which, I was informed, were at times exceedingly offensive and sickening.

2. Desks badly placed.

3. Teacher, George W. Arkless; age, 34; married; trained; salary £90 a year; diligent.

4. Timetable judicious, but, there being no clock, it cannot be strictly attended to.

5. The religions and ages of the pupils omitted, in several cases, in the register.

6. On the roll, in 1868, 112 pupils, of whom 40 had each given not less than 100 attendances; 38 had each given from 50 to 100 attendances; and 34 had each given under 50 attendances. Average attendance, 50.

7. Average age of pupils, 10½ years.

8. On the day of my visit, there were 81 on the rolls, of whom 56 (including 23 girls) were present. Satisfactory answering being represented by the number 10, the results were: reading, 4.8; spelling, 5.1; dictation, 4; writing, 4; arithmetic, 0.7; grammar, 2; geography, 0.8; industrial instruction, 0. Singing practised in unison; character of songs very low. The refrain of a song which the pupils sang for me is—"That's not *me* nor *you*."

9. Of the 56 present, 37 were members of the Church of England, 9 belonged to dissenting and 10 were Roman Catholics. There is no religious instruction given in the school, and no evidence was produced to me that the pupils attended elsewhere for such instruction. The rule as to certificates of attendance at religious instruction is not observed. Mr. Darling in his report says: "The master is a Presbyterian, attends church, and is a communicant. Of 48 Protestants examined, 26 could repeat the Lord's Prayer, the Creed, and the Ten Commandments." Mr Farfan says: "Of 5 Catholic pupils examined, only 2 knew so much as the Lord's Prayer and Creed."

10. The amount expended on the school in 1868 was 622 dollars 95 cents, or an average of 15 dollars 57 cents for each pupil who had made not less than 100 attendances.

No. 23.—CANAAN VILLAGE WARD SCHOOL.

Canaan Village Ward School.

1. House rented at 7 dollars a month; no out-offices; situated at one of the angles of a cross-roads, and next door to a smithy; position dusty and noisy.

2. Furniture ample and well arranged.

3. Teacher, William Robinson; age, 58; married; trained; salary, £90 a year.

4. No partition of the day for the several lessons or classes; no arrangement for home lessons.

5. The school register is very imperfectly kept—the ages and religions of the pupils being, in many cases, omitted.

6. On the rolls in 1868, there were 64 pupils, of whom 25 had each given not less than 100 attendances; 16 had each given from 50 to 100 attendances; and 23 had each given less than 50 attendances. The average attendance was 28.

7. Average age of pupils, 11 years.

8. Of 58 on the rolls on the day of my visit, 29 (including 13 girls) were present [Of 4 who came in late I took no account]. The results of the examination were disappointing. Satisfactory answering being represented by the number 10, the results were: reading, 2.8; spelling, 3.6; dictation, 1.3; writing, 3.6 (only 4 pens in the school); arithmetic, 1; grammar, 0; geography, 1.1; industrial instruction, 0.

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Canaan Village Ward School

9. Of the 58 on the rolls, 44 were Catholics, and 14 Protestants. There is no religious instruction given to the pupils either in the school or elsewhere. Mr. Darling in his Report, says:—"The master is a Protestant, does not attend Church regularly; is a communicant. Of 4 Protestant pupils examined, 2 could repeat the Lord's Prayer, the Creed, and the Ten Commandments." Mr. Farfan says:—"Of 16 Catholics examined, only 2 knew the Lord's Prayer, the Creed, the Commandments, and the other prayers."

10. The amount expended on the school in 1868 was 621 dollars 69 cents, or an average of 24 dollars 86 cents per pupil who had made not less than 100 attendances.

Oropouche Ward School

No. 24.—OROPOUCHE WARD SCHOOL.

1. House rented at 10 dollars a month; school-room to small; in extremely had repair; holes in the floor, many of the hoards of which are rotten; atmosphere pestiferous. House altogether unsuitable.

2. There is only one desk—quite inadequate.

3. Teacher, William H. Sealy; age 36; not married; trained; salary, £90 a year.

4. Time-tahle injudicious; organization imperfect.

5. The school-rolls were not forthcoming. Teacher explained that they were kept in a box which he had lent to a friend. The School-register is very imperfectly kept—on a temporary form. In his Report of 9th November, 1868, on the Mission School, of which Mr. Sealy then had charge, Mr Guppy, Inspector of Schools, complains that "teacher was guilty of an irregularity in his school accounts."

6. On the school-roll in 1868 there were 82 pupils, of whom 21 had each made not less than 100 attendances; 21 had each made from 50 to 100 attendances; and 40 had each made under 50 attendances. The average age attendance was 29.

7. Average age of pupils, 9½ years. One of the girls present was said to he only 13 years of age, hut she appeared to he quite a young woman.

8. On the day of my visit there were 79 on the rolls, of whom 41 (including 16 girls) were present. Proficiency of the pupils miserahly low. Satisfactory answering being represented hy the number 10, the results were:—Reading, 2.4; spelling. 0.8; dictation, 0.2; writing, 2.1; arithmetic, 0.7; grammar, 0; geography, 0.8; industrial instruction, 0. The present teacher is in charge only since 1st January, hut a good deal of the responsihility for the defects rests upon his shoulders. The former teacher was Mr. Greenidge, now in St. Madeleine School.

9. Of the 41 present, 30 were Catholics and 11 Protestants. No religious instruction is given in the school. A few of the Protestants attend the clerk of the church on Wednesdays, for religious instruction. The Catholic pupils do not attend anywhere for such instruction. The rule as to certificates of attendance at religious instruction is not observed.

Reporting on Mr. Sealy (then in charge of the Mission School), Mr. Darling says:—"He is a Protestant; does not attend church regularly; is not a communicant;" and, reporting on the religious knowledge of the Protestants of this school, he says:—"Of the 4 examined, all could repeat the Lord's Prayer and the Ten Commandments." Mr. Farfan in his report says:—"Of 12 Catholics examined, 4 knew the Lord's the Creed, the Ten Commandments, and a little Bihle history."

10. The amount expended on this school in 1868 was 558 dollars 75 cents; or an average of 26 dollars 60 cents per pupil who had made not less than 100 attendances.

La Brea Ward School

No. 25.—LA BREA WARD SCHOOL.

1. House the property of the Ward; school-room small (20 feet hy 20 feet), hut comfortable; out-offices in bad order.

2. Furniture sufficient.

3. Teacher, James Daniel; age 34; a widower; trained; salary £125 a year (for this and Guapo Ward School, each of which he teaches three days weekly); clever and energetic.

4. Organization tolerahly fair; no clock in school.

5. Accounts satisfactory.

6. On the school rolls in 1868 there were 37 pupils, of whom 13 had each given not less than 100 attendances; 10 had each given from 50 to 100 attendances; and 14 each given under 50 attendances. Average attendance, 19.

7. Average age of pupils, 10 years.

8. Of 37 on the rolls on the day of my visit, 28 (including 13 girls) were present. Satisfactory answering heing represented hy the number 10, the results were:—Reading, 4.1; spelling, 4.5; dictation, 3.5; writing, 4.4; arithmetic, 1.1; grammar, 0; georgraphy, 2.8; industrial instruction, 0

For the six months previous to my visit the school had heen without a supply of stationery.

9. All the pupils present were Catholics. No religious instruction is provided either in the school or elsewhere. There is no resident clergyman in the place. Mr. Farfan in his report says: "The master is a Protestant; has no Protestant Church to attend; is not a communicant. Of 15 pupils present, only 4 knew the Lord's Prayer, the Creed, the Ten Commandments, and the Mysteries."

10. The amount expended on this school is 1868 was 369 dollars 70 cents; or an average of 28 dollars 44 cents per pupil who had given not less than 100 attendances in the year.

Guapo Ward School.

No. 26.—GUAPO WARD SCHOOL.

1. House the property of the ward; in very bad order; unsuitahle.

2. Desk accommodation sufficient.

3. (See notes on La Brea school—same teacher).

4. (Same observations as in case of La Brea).

5. The ages of the pupils are rarely inserted in the register.

6. On the rolls in 1868 there were 38 pupils, of whom 6 had each made not less than 100 attendances; 18 had each made from 50 to 100 attendances; and 14 had each made less than 50 attendances. Average attendance, 20.

Guapo Ward School

7. Average age of pupils, 9 years.

8. On the day of my visit there were 33 on the rolls, of whom 20 (including 10 girls) were present. The proficiency could scarcely be lower. Satisfactory answering being represented by the number 10, the results were: reading, 2; spelling, 2; writing, 1; arithmetic, 0; dictation, 0; grammar, 0; geography, 0; industrial instruction, 0. Of the 20 present, 17 were in the Primer. Only one child had a copy-book. There had been no supply of stationery in the school for six months. A month previous to my visit, a requisition for school requisites had been sent to the warden.

9. All the pupils in the school are Catholics. No religious instruction is provided for them, either in or out of the school-house. Mr. Farfan in his report says: "Of 16 Catholics examined, only 3 knew the Lord's Prayer, the Creed, the Commandments, and the mystery of the Trinity." When I myself examined, I found the whole of the children utterly ignorant of all the essential principles of religion.

10. The amount expended on this school in 1868 was 312 dollars 82 cents; or an average of 52 dollars 13 cents per pupil who had given not less than 100 attendances.

The public money has been literally thrown away in this case, for the results are nearly *nil*.

No. 27.—CEDROS WARD SCHOOL.

Cedros Ward School.

1. House the property of the ward; no out-offices; school-room commodious and suitable.

This school-room is used as a Protestant Church; when there is a resident Protestant clergyman, service is held in it every Sunday. At present there is no resident Protestant clergyman, but Archdeacon Cummins officiates in the school-room once a month.

2. The desk accommodation is insufficient.

3. Teacher, Ashton Walker; age 33; married; trained; salary £100 a year.

4. 4. Time-table pretty judicious. No arrangement for home lessons.

5. The ages of the pupils not always recorded in the register. The daily report of attendance not entered on an official form.

6. On the rolls in 1868, 90 pupils, of whom 27 had each made not less than 100 attendances; 37 had each made from 50 to 100 attendances; and 26 had made under 50 attendances. The average attendance was 37.

7. Average age of pupils, 10 years.

8. On the day of my visit there were 82 on the rolls, of whom 35 (including 1 girl) were present. The results were very unsatisfactory. Satisfactory answering being represented by the number 10, the results were: reading, 2.5 spelling, 2.3; dictation, 3.1; writing, 3; arithmetic, 1.6; grammar, 0; geography, 0; industrial instruction, 0.

9. There were present 31 Catholics and 4 Protestants. No religious instruction is given in the school-room, except, as already stated, when the Protestant public worship is celebrated in it. Some of the Roman Catholics attend the priest for religious instruction on Wednesdays. The rule as to certificates of attendance at religious instruction is not observed. Mr. Darling, in his report, says: "The teacher is a Protestant, attends Church, is a communicant; of 14 Protestant pupils examined, only 3 could repeat the Lord's Prayer, the Creed, and Ten Commandments." Mr. Farfan says: "of 38 Catholics examined, only 3 knew the Lord's Prayer, Creed, Ten Commandments, and mysteries."

10. The amount expended on this school in 1868 was 525 dollars 54 cents; or an average of 19 dollars 46 cents per pupil who had made not less than 100 attendances.

The absence of girls from this school is very remarkable; there was only 1 girl present on the day of my visit.

In December last, the corporal of police at Cedros charged the teacher with seduction of his daughter. An investigation into the case was ordered by the Board of Education on the 27th March. The teacher was acquitted.

No. 28.—ICACOS WARD SCHOOL.

Icacos Ward School.

1. House the property of the ward; very neat and commodious; no out-offices.

2. Only one desk; no master's table.

3. Teacher, George Day; age, 40; married; trained; salary, £70 a year; ignorant of the patois which the children universally speak.

4. Organization bad; time-table injudicious; no clock.

5. School accounts correct. The daily report is not entered until 4 o'clock in the afternoon.

6. On the rolls in 1868, 70 pupils, of whom 25 had each given not less than 100 attendances; 21 had each given from 50 to 100 attendences; and 24 had each given under 50 attendances. The average attendance was 34.

7. Average age of pupils, 8 years.

8. On the day of my visit there were 55 on the rolls, of whom 23 (including 11 girls) were present, 15 of the 23 were in the Primer. The proficiency of the pupils was exceedingly unsatisfactory. Satisfactory answering being represented by the number 10, the results were: reading, 2.1; spelling, 1.6; dictation, 1.6; writing, 5; arithmetic, 2.6; grammar, 0.4; geography, 0.3; industrial instruction, 0.

WARD SCHOOLS

Icacos Ward School

9. All the children of the school are Catholics, except the teacher's own two children, who are Baptists. There is no religious instruction given in the school-room. In the evening or morning a carpenter in the neighbourhood gives religious instruction to the Catholics. The rule as to certificates of attendance at religious instruction is not observed by the teacher. Indeed, he was ingorant of the fact that there was any such rule, and he persistently denied the possibility of its existence. Mr. Farfan in his report says:—"The master is a Baptist; does not attend church, as there is none; is a communicant. Of 36 Catholics examined, none knew the Ten Commandments, but 22 knew the Lord's prayer and Creed."

10. Amount expended on the school in 1868, 1,072 dollars 1 cent. Of this sum, 710 dollars were expended in the erection of the building; and this sum being deducted, a balance of 362 dollars 1 cent remains, which gives an average of 14 dollars 48 cents for each pupil who had made not less than 100 attendances.

The hour for commencing business is 9 o'clock. During my examination of the pupils, a man who had 3 children at the school entered the room, and complained that business rarely commenced until 10 or 11 o'clock daily. The master denied this; but the complainant stoutly maintained the accuracy of his charge. Of course I was in no position to inquire into the case.

Mr. Bennett of St. Marie, Cedros, who takes a great interest in educational affairs, accompanied me on the occasion of my visit.

No. 29.—ERIN WARD SCHOOL.

Erin Ward School

1. School held in Protestant house of worship—the pulpit, communion table, &c., being undisturbed during school-hours. The Venerable Archdeacon Cummins officiates once a month; and the teacher, as Protestant catechist of the parish, officiates on the other Sundays. The school was opened as a ward school on the 22nd January, 1866.

2. The fittings are not suitable for school purposes. There are no desks.

3. Teacher, James Henry Herbert; age 28; married; trained in College, Mission Hall, Barbados; also passed an examination at model school, Port-of-Spain; salary as ward schoolmaster £60 a year, and as licensed catechist £25 a year. The latter sum he receives from the Bishop of Barbados. He is intelligent, earnest, and warmly devoted to his duties.

4. Owing to a want of proper school furniture, the organization is necessarily imperfect.

5. Accounts correctly kept; the report of the attendance on the day previous to my visit, however, had not been entered.

6. On the rolls during 1868 there were 37 pupils, of whom 21 had each given not less than 100 attendances; 8 had each given from 50 to 100 attendances; and 8 had each given under 50 attendances. Average attendance 22.

7. Average age of pupils, 10 years.

8. On the day of my visit there were 30 on the rolls, of whom 23 (including 14 girls) were present. Considering all the difficulties the teacher has to encounter—want of school appliances, &c., &c.,—the proficiency of the pupils was tolerably fair. The answering of the head class was generally very good, but that of the Sequel and second classes was bad. Satisfactory answering being represented by the number 10, the results were:—reading, 5.2; spelling, 2; dictation, 2.8; writing, 5.1; arithmetic, 2.8; grammar, 2.3; geography, 2; industrial instruction, 0. Singing poor. Discipline very good.

9. All the pupils are members of the Church of England. Neither Mr. Farfan nor Mr. Darling examined this school. I got the master to interrogate the pupils in religious knowledge. His examination had reference to the Creation, the Birth of Christ, and the Apostles' Creed. The pupils exhibited considerable intelligence in their answering—depending, however, for their replies, upon mere rote knowledge in many instances. Religious instruction is given in the school-room during the whole of Wednesday, and from 9 to 10, and 3 to 4, on the other days of the week, by the teacher, who, as I have already mentioned, is the licensed Protestant catechist.

10. The amount expended on the school in 1868 was 288 dollars, or an average of 13 dollars 71 cents for each pupil who had given not less than 100 attendances.

It was on a Saturday that I visited this school. I was accompanied by Mr. Bennett of Cedros, the Auditor of the Ward. We arrived early in the morning. The master sounded a horn, to summon the children to attend. In ten minutes the majority of the pupils had arrived. Nearly all the people of the place—the fathers, mother, and friends of the pupils—also assembled, and appeared to take a lively interest in the examination. It was exceedingly gratifying to witness, in this awfully wild and remote district,—cut off completely, as it is, from the rest of the island by an almost impenetrable forest,—a number of people so decorous in their manner, so gentle in their speech, and appreciating so highly the advantages of a good schooling for their children, who, I must add, were as becoming and orderly as any I have ever examined. They were the only children I met with in the Ward schools who appeared to be somewhat *educated* as well as instructed.

The inspector, Mr. Guppy, in his report of his last visit, says:—"As soon as it can be accomplished without any injury to the school, the master's connexion with the church should be severed, although all the inhabitants of the district are Protestants."

The Venerable Archdeacon Cummins made the following report in the Visitor's Book:—"On the 15th December I examined all the children in the Ward school, and here is entered the result of the examination. It is gratifying to me to observe that the children who attend regularly do improve gradually, and the Inspector of schools may observe from former entries, similar to this, that the teacher attends to his duties. The Warden and Auditor may report favourably to the Board of Education concerning the advantage received by the people settled in this part of the island from the Government plan for the education of the lower classes. And the religious instruction of the children is also attended to."

No. 30.—MAYARO WARD SCHOOL.

WARD SCHOOLS

Mayaro Ward School.

1. House the property of the Ward; commodious and suitable.

2. Furniture ample.

3. Teacher, Alfred Hughes; age 32; married; trained; salary, £100 a year; organizing capacity good.

4. Organization good; time-tahle judicious; clock out of repair.

5. From May, 1868, to the day of my visit (11th March) no new pupil was admitted to the school. This is exceedingly strange.

6. On the rolls for the year 1868 there were 89 pupils, of whom 28 had each given not less than 100 attendances; 23 had each given from 50 to 100 attendances; and 38 had each given under 50 attendances. The average attendance was 37.

7. Average age of pupils, 11 years.

8. On the day of my visit there were 84 on the rolls, of whom 36 (including 3 girls) were present. The proficiency of the pupils was disappointing. Satisfactory answering being represented by the number 10, the results were:—Reading, 3; spelling, 2.7; dictation, 1.4; writing, 4.6; arithmetic, 3.9; grammar, 0; geography, 1.6; industrial instruction, 0 Discipline good.

9. All the pupils except 3 are Catholics. There is no religious instruction given in the school. On Wednesdays and Saturdays, the Catholics are said to attend the Catholic church for religious instruction. The rule as to certificates of attendance at religious instruction is not observed. Mr. Farfan in his report says: "The master is a Protestant. As there is no Protestant church at Mayaro, he cannot attend church. He is a communicant. Of 37 Catholics examined, 20 knew the Lord's Prayer, Creed, and Ten Commandments."

10. The amount expended on this school in 1868 was 771 dollars 80 cents; or an average of 27 dollars 56 cents per pupil who had made not less than 100 attendances.

The parish priest had just established a non-endowed Catholic school within a short distance of this school.

COOLIE SCHOOLS.

COOLIE SCHOOLS

No. 1.—TACARIGUA COOLIE ORPHAN HOME.

Tacarigua Coolie Orphan Home

President of the Committee of Management—The Rev. HENRY RICHARDS, Rector of St. Mary, Tacarigua.

1. This establishment was founded in the year 1857. Its object is to maintain and educate the orphan children of Indian immigrants. The buildings are extensive and handsome. The grounds are laid out and kept in the nicest style. The dormitories are clean and airy. A new bath is being erected. In short, every arrangement, favourable to the health, cleanliness, and contentment of the pupils, is adopted.

2. The school-room is lofty and commodious; but the desk accommodation is quite inadequate to the attendance.

3. Teacher, Robert Farrell; Church of England; trained in the Normal school, Woodbrook; salary 300 dollars (£62 10s.) a year, with board and lodging; intelligent and thoughtful. Strange to say, he had no time-table in the school.

4. There were 25 boys and 17 girls present. Most of the girls were mere infants; 14 of them were only in the Primer, and the remaining 3 could barely read. General intelligence of the girls remarkably low. One of them, who was 15 years of age, and about to quit the establishment, exhibited as low a type of intelligence as I ever experienced. The girls attend school for 2½ hours daily, the remainder of the day being devoted by them to industrial and domestic training.

Of the 25 boys, only 7 were in the Primer; 2 were in the second class, 13 in the third class, and 3 in the fourth class. The reading of some was very good—of the rest, very fair. I examined chiefly by written exercises. On the whole the answering was very creditable.

The industrial training of the boys is not neglected. The land attached to the "Home" is cultivated by them.

5. The children are all brought up as Protestants. When baptized they usually, for a surname, get the name of the "ship" in which they had been conveyed to the Colony. Indian names are never given to them. Their religious education is, of course, a paramount object of the institution. The Rev. Mr. Richards examined the classes in religious knowledge. The answering was ready and highly intelligent.

6. The demeanour and discipline were very satisfactory.

7. The orphans are admitted on the nomination of Dr. Mitchell, the Agent-General of Immigrants. The Government makes a grant of £10 a year for each—the remainder of the expense of maintenance being being provided by the labour of the pupils, which produce about £100 a year, and by voluntary contributions. The Government grant is withdrawn when the orphans attain the age of 15 years. Upon the completion of their schooling, they are indentured out for a period of 3 years. The boys have, generally speaking, turned out exceedingly well; the girls, unhappily, the reverse.

A school of more absorbing interest than this I have never visited. Its success is great; and I am bound to add, mainly due to the vigilant and skilful superintendence of the President of the Committee of Management, the Rev. Henry Richards.

In reference to the statement that all the Coolie orphans of this institution are brought up Protestants—a fact which, in a Colony where there is no exclusive State Church, may appear anomalous—I am bound to observe, that the Governor, when I brought the matter under His Excellency's notice, informed me that in case the authorities of the Roman Catholic Church established a corresponding class of orphanage, it would be entitled to the same annual award for each orphan maintained in it that is now made to the Tacarigua Home.

COOLIE SCHOOLS

Newtown Coolie School

No. 2.—NEWTOWN COOLIE SCHOOL.

Patron—The Rev. S. L. B. RICHARDS.

1. The school is held in a small room of a private house. The accommodation is, however, quite ample for the attendance.

2. The mistress is Miss Eliza Brown; age 38; Protestant; salary £25 a year; naturally intelligent, and immensely devoted to her peculiar duties. But she knows nothing of the language of the Coolies—a great drawback.

3; There were 6 boys and 6 girls present, the eldest of them only seven years of age. Upon examination they showed themselves to be hright and intelligent, hut they had got no farther than a little spelling. On the rolls there were 19 hoys and 15 girls.

4. Five of the 12 children present were Christians, 4 being Protestants and 1 a Catholic; but all, whether Christians or not, are taught the prayers and catechism of the Church of England. The mistress examined the children in the catechism; the answering was hy rote, the children understanding few of the words they were uttering.

The eldest was a very promising child. She wore three silver armlets on each wrist, had a ring in her nose, and a ring also in each ear. The teacher, very wisely I think, has not ventured to set her face against this foolish passion for ornamentation which possesses the Coolies. Had she done so, she might have repelled many against coming to her school.

A few of the parents were present, and evinced a great anixiety to have their children educated.

Coolie School (El Socorro).

No. 3.—COOLIE SCHOOL (EL SOCORRO).

Patron—The Venerahle the ARCHDEACON OF TRINIDAD.

1. The Archdeacon of Trinidad founded this school very recently, to afford the Coolies of El Socorro estate—one of the estates of the Colonial Company—an opportunity of getting their children educated.

There is a very considerahle number of Coolies employed upon this estate. A fair average attendance may therefore be expected. The Archdeacon was kind enough to accompany me to the school, but on the day of my visit the teacher was unfortunately suffering from fever; I therefore failed to see the school in operation.

Iere Village Coolie School.

No. 4.—IERE VILLAGE COOLIE SCHOOL.

Patron—Rev. J. MORTON.

1. The school is held in the Preshyterian Church, of which the Rev. Mr. Morton is the minister.

2. Mr. Morton himself teaches the school, hut he is assisted hy a young man named Dixon to whom he pays £30 a year.

3. There were 10 boys and 2 girls present, all of them the children of Coolie Indian immigrants. The ages varied from 6 to 13. The children were nearly all in the Primer. Under examination they evinced very great intelligence. Their manners and demeanour were very good. Nearly all the boys wore a becoming quantity of clothes, which is very uncommon amongst Coolies, whether children or adults. A few, however, were nearly naked.

4. Only a few had been baptized—but, whether Christians or not, they are all taught the Bihle and catechism. Mr. Morton reports that the morals of the children are much improved hy their attendance at school.

ROMAN CATHOLIC NON-ENDOWED SCHOOLS

ROMAN CATHOLIC NON-ENDOWED SCHOOLS.

St. Joseph's Convent, port of Spain

No. 1.—ST. JOSEPH'S CONVENT, PORT-OF-SPAIN.

Manager—The SUPERIORISS of the Convent.

1. House erected hy convent funds at an expense of £600; suitable in every respect.

2. Desk accommodation ample; a gallery for the convenience of the junior children.

3. The teachers are the Sisters of the Order of St. Joseph, two of whom are constantly in attendance for secular instruction, and another of whom particularly looks after the religious instruction in the French catechism.

4. In the novitiate of the Order, the nuns are specially prepared for their duties as puhlic instructors.

5. The discipline and general organization are satisfactory. Home lessons are not prescribed, on the score that the children are not provided with the necessary hooks for home study. At school, a proper supply of books is afforded gratuitously; to some—to others at a cost of 2½d.

6. Some of the pupils are admitted gratuitously; others are required to pay 2½d. a month.

7. There were 97 pupils, all Roman Catholics, present. The results in spelling and writing were very satisfactory; in dictation middling. In reading, the proficiency was not so high; but it was higher than on the average in the ward schools. In arithmetic, grammar, and geography, the answering was practically *nil*. In needlework the proficiency was excellent—much superior to anything which I saw in the Island.

8. Religious instruction is given daily, from 3 to 4 o'clock. At noon the Angelus is recited. At the commencement and termination of the day's business prayers are said.

9. The annual examination of the school is held by the Archhishop of Port-of-Spain.

ROMAN CATHOLIC NON-ENDOWED SCHOOLS

No. 2.—ST. DOMINICK'S, PORT-OF-SPAIN.

Under the management of the ROMAN CATHOLIC CLERGY.

St. Dominick's Port of Spain.

1. House suitable; furniture sufficient; a gallery for junior classes.

2. Teacher, Josepb Augustus Desure; age 22; Roman Catholic; unmarried; salary £60 a year, Assistant, E. A. Basilon; age 18; Roman Catholic; unmarried; salary £19 5s. a year. Neither teacher has been trained. Principal very intelligent.

3. The time-table is not judicious. Home lessons, however, are regularly prescribed.

4. The school accounts are carefully kept.

5. There were 112 pupils present; only 14 of them being in the second or bigher classes. The reading and writing were particularly good. Spelling and dictation were pretty fair. Geography fair; arithmetic and grammar, low. Discipline good.

6. Religious instruction given daily by the teachers, from 3 to 4 o'clock, and on Wednesdays and Saturdays by the Catholic clergyman.

His Grace the Archbishop of Port-of-Spain was present during my visit.

No. 3.—ST. PARTICK'S MALE, PORT-OF-SPAIN.

St. Patrick's Male, Port of Spain

Under management of ROMAN CATHOLIC CLERGY.

1. House quite too small.

2. Teacher, Henry Thomas M'shine; Roman Catholic; age 30; trained in Normal school for two years; salary £27 a year; earnest, energetic, and clever.

3. Six of the pupils pay fees—2½d. a week.

4. Fifty-four pupils present, 40 of whom were in the First Book. Answering, on all the subjects, above the average. Musical proficiency very creditable.

5. Two of the pupils were Protestant wbo, with the sanction of their parents, were taught the Catholic prayers, &c., I examined the pupils generally in the catechism. The answering was anything but satisfactory. Even the principal mysteries of religion were not correctly known.

No. 4.—ST. PATRICK'S FEMALE, PORT-OF-SPAIN.

St. Patrick's Female, Port of Spain.

Under management of ROMAN CATHOLIC CLERGY.

1. House entirely too small, but kept with exceeding neatness.

2. Principal teacher, Mrs. Blanc; age 33; trained at the convent of St. Joseph; salary £28 a year; respectable and intelligent.

Assistant, Miss Blanc; age 40; salary £28 a year; has particular charge of the instruction in French.

3. Five of the pupils pay 2s. 1d. a month as fees.

4. The organization and discipline are good. From 9 to 12 o'clock on three days of the week, the instruction is in French.

5. There were 55 girls present—proficiency very low.

6. The religious instruction is given in French on the three "French days." The answering was altogether by rote.

7. The manners and general culture of the girls were, however, very satisfactory.

No. 5.—CORBEAUTOWN (RICHMOND-STREET), PORT-OF-SPAIN.

Corbeautown (Richmond St.) Port of Spain

Under management of ROMAN CATHOLIC CLERGY.

Closed on the day of my visit, it being the festival of St. Josepb. Unfortunately, I had not another opportunity of visiting this school.

The number of pupils on the books was 72.

No. 6.—ST. LOUIS DE GONZAGA.

St. Louis de Gonzaga.

Patron—The Reverend A. VIOLETTE.

1. House small, and ill adapted for school purposes; furniture ample.

2. Teacher, Mary Louise Le Gendre: age 18; Roman Catholic; salary, £12 10s. a year; a single-minded, devoted, and intelligent person.

3. Organization very imperfect; school but a few days opened.

4. Nine boys and 9 girls present; only 3 of them could attempt to read; 1 was writing on paper, and 2 were writing on slates.

5. Religious instruction from 12 to 1 daily. Ignorance of pupils frightful. Not one could tell who God is.

ROMAN CATHOLIC NON-ENDOWED SCHOOLS

No. 7.—BELMONT.

Patron—The Reverend A. VIOLETTE.

Belmont

School closed; teacher very ill in fever. Attendance, manager informed me, averages about 30.

St Joseph's (Carenage).

No. 8.—ST. JOSEPH'S (CARENAGE).

Patron—The Reverend J. M. GUY.

1. School held in a small room of a private house; unsuitable.

2. Teacher, Miss Rosalie Durrie; Roman Catholic; conducting this school since March, 1868; very intelligent; a fee of half a dollar a month for *all* the girls of a family is paid to the teacher; this produces about 100 dollars a year, out of which teacher pays 36 dollars for the rent of the house. Net income about £13 a year.

3. Present 14, of whom 9 were only in the Primer; proficiency of all very low.

4. One is a Protestant; the rest are Roman Catholics. The Protestant receives, along with the rest, the religious instruction, which is given three times a week. All repeat their prayers and catechism like parrots. There is no intelligence in their catechetical answering.

Diego Martin.

No. 9.—DIEGO MARTIN.

Patron—Reverend J. JOUIN.

1. House thatched with palm leaves; very small; rented at 4½ dollars a month. No suitable furniture for school purposes.

2. Teacher, Marie Philomel C. Cadre; age 19; had been a novice in St. Joseph's Convent; very intelligent, energetic, and enthusiastic; salary £12 10s. a year

3. Each of the 12 pupils on the rolls pays 2½d. a week.

4. Six pupils present, of whom 2 were able to read a little; one girl was learning French only. The Writing was very good.

5. Religious instruction is the main feature of the school.

St. Joseph's

No. 10.—ST. JOSEPH'S.

Patron—Reverend J. A. ORSINI.

School closed. It was after school-hours when I called. The attendance is very limited.

Arouca

No. 11.—AROUCA.

Patron—Reverend E. TROUETTE.

1. House quite too small for the large attendance; furniture tolerably suitable.

2. Teacher, James Ardila; Roman Catholic; age 19; salary £15 a year; painstaking and earnest.

3. Organization very imperfect. Teacher unable to cope with the difficulties of managing such a number as was in attendance.

4. There were 138 on the rolls, and 62 present (including 31 girls). Nearly all the senior pupils had been at the ward school. Proficiency in reading and writing pretty fair—in other subjects low. All speak the French patois.

5. Pupils all Roman Catholics. They learn the catechism in French, but were unable to explain it in English.

Arima

No. 12.—ARIMA.

Patron—The Reverend F. ESTEVA.

1. School held in a room of a private house.

2. Teacher, Mrs. Ellen Gardia; Roman Catholic; age, 29; salary, £32 a year; her husband had been absent five months on the Spanish main, leaving her entirely unprovided for. With a view of securing for herself a means of living, she established this school, under the patronage of Father Esteva. She had never taught before.

3. There were 12 girls and 1 boy present. Each pupil pays 4s. 2d. a month as school-fees. The girls all learn to sew.

4. Most of the pupils had been scholars of the Ward school. Proficiency of a very humble degree.

5. All are Catholics; only one girl learns the Catechism in English.

The priest takes a great interest in this school, but it scarcely yet partakes of the genuine character of a public school. His hostility to the Ward school is of a most determined character.

ROMAN CATHOLIC NON-ENDOWED SCHOOLS

La Ceiba

No. 13.—LA CEIBA.

Patron—The Reverend F. ESTEVA.

1. School held in a small chapel, 18 feet by 10 feet. There are no desks—no suitable school furniture.

2. Teacher, John Marks; Roman Catholic; age, 25; salary, £12 10s. a year; is a catechist as well as teacher, the salary being remuneration for the double duty; an uneducated enthusiast; could be of no service as a public instructor.

3. There are 20 children on the rolls. There were none present—as the day was Wednesday, which, even in non-endowed schools, teachers strive to make a holiday of.

Some time after my visit, the manager dismissed the teacher.

NON ENDOWED PROTESTANT SCHOOLS

NON-ENDOWED PROTESTANT SCHOOLS.

Cambridge Street Port of Spain

No. 1.—CAMBRIDGE-STREET (PORT-OF-SPAIN).

Patron—The Reverend S. L. B. RICHARDS, A.M.

1. House very commodious; well lighted and ventilated; in every respect comfortable, and a suitable school-room. Furniture ample.

2. Teacher, Caroline Dow; age, 28; Protestant; salary £18 15s. a year; intelligent, painstaking, and conscientious.

3. 21 boys and 29 girls present. Reading, poor; spelling, good; arithmetic, inferior; only 4 pupils had copy-books; general intelligence, satisfactory.

4. The book from which the children of the upper classes read was the Bible. The chapter they were engaged upon was the fifth of Joshua, which was quite above their capacity. Religious instruction is given daily. Teacher examined the pupils in the Church Catechism—answering easy and rapid, but entirely by rote.

5. Manners and deportment of children very pleasing.

6. On Wednesdays the Reverend Mr. Richards and The Reverend Mr. Taitt give religious instruction in this school-room to the Protestant pupils of the Queen's Collegiate School.

Chacon Street, Port of Spain

No. 2.—CHACON-STREET (PORT-OF-SPAIN).

Patron—Reverend S. L. B. RICHARD, A.M.

1. School held in a very large room, which is sometimes used for lecture purposes, and formerly had been a theatre. Furniture and fittings ample and suitable.

2. Teacher, Miss J. D. Parke; age, 50; Protestant; not trained; has been 31 years engaged in teaching; receives 10 dollars a month from Reverend Mr. Richards, and about 4 dollars a month in fees from the pupils—total, about £34 a year; very respectable and intelligent; a useful and conscientious teacher.

3. 24 boys and 28 girls present. Their reading was particularly good; in all other matters the answering was of a very humble character. Singing is practised with average success. Miss Parke is assisted by a monitress, named Walton, to whom she occasionally gives a trifling remuneration. Miss Walton is chiefly engaged in keeping order. Discipline very fair.

4. 47 of the pupils are Protestants, and 5 are Catholics. All receive religious instruction in common. Teacher examined the pupils in the Church of England Catechism with more than usual intelligence. The answering was chiefly by rote. Religious instruction is given daily. On Wednesdays the Reverend Mr. Murray the curate of the parish, gives religious instruction in this school-room, from 10 to 12 o'clock, to about 200 children of the public schools of the town.

All Saints

No. 3.—ALL SAINTS.

Patron—Reverend L. A. TAITT.

1. School-room neat and comfortable; furniture suitable.

2. Teacher, Miss Martha Sargent; age 55; Protestant; salary 8 dollars a month and fees of pupils—total, about £25 a year. The 8 dollars monthly are provided from the parochial funds.

3. There were 15 boys and 10 girls present. Fifteen of them were in the Primer, and 10 in the elementary section just about it. The reading book in use is one of the publications of the "Society for Promoting Christian Knowledge." None were engaged in writing on paper. Neither grammar nor geography taught; spelling pretty good; arithmetic and reading, middling only.

4. The mistress examined the pupils for me in the catechism. The answering was entirely by rote. Religious instruction is given daily. In fact it forms the main feature of the school business.

NON ENDOWED PROTES-TANT SCHOOLS

No. 4.—BELMONT.

Patron—The Reverend S. L. B. RICHARDS, A.M.

Belmont

1. School held in the neat little district Protestant Church of Belmont.

2. The teacher is Miss Catherine Watts; at 10 o'clock on the morning of Friday, the 19th of March, when I left the school, she had not yet arrived. I examined the report book, and found that no entry had been made in it during the preceding days of the week, although the school had been open, and she had been in attendance, during those days. There were 25 names on the rolls—17 girls and 8 boys. At the time of my visit there were 5 girls present, 3 of whom were uncommonly smart. I examined them in reading, arithmetic, spelling and geography however they broke down.

St.Matthias

No. 5.—ST. MATTHIAS.

Patron—The Reverend S. L. B. RICHARDS, A.M.

1. School-house neat and comfortable; erected by the Reverend Mr. Richards; opened in January, 1868; furniture not quite sufficient, there being but one small desk.

2. Teacher, Mr. J. W. Clarke; age 26; Protestant; married trained under the Moravians; receives from patron 5 dollars an month, and from pupils 4 dollars a month—total, about £22 a year; is a conscientious person.

3. No school rolls in use, but there is a register.

4. There were 15 boys and 11 girls present. The answering was of a very humble character; in reading and writing there was a moderate proficiency; the home lessons are chiefly of a religious character—such as the preparation of the collects, &c.

5. One of the pupils present was a Roman Catholic, who attended the religious instruction along with the others. The master examined the pupils in the Church of England Catechism; answering altogether by rote. Religious instruction is given daily.

The master, I should observed, was suffering from a slight attack of fever on the day of my visit, so that I had not a favourable opportunity of testing his capacity as a teacher.

St. John's

No. 6.—ST. JOHN'S.

Patron—The Venerable the ARCHDEACON OF TRINIDAD.

1. School held in a licensed place of worship; suitable, except as to desk accommodation, which is insufficient.

2. Teacher, Mr. James Rawlins; age 31; not married; trained in the Moravian Training School of Antigua; salary, £37 10 s. a year, of which the sum of £10 is contributed by Archdeacon Cummins, £12 10s. by the Christian Faith Society, and £10 by the Ladies' Society for Promoting Education amongst the Negroes; had no time-table, and the discipline was bad.

3. There were 18 boys and 21 girls present. The writing was good; dictation, fair; reading, spelling, and arithmetic, poor. No industrial instruction for the girls.

4. Religious instruction is given for about an hour daily. There were 21 Roman Catholics and 18 Protestants present. All are taught the Church of England Catechism. The Archdeacon examined in the Catechism. The answering was a great display of memory.

Diego Martin Infants'

No. 7.—DIEGO MARTIN INFANTS'

Patron—The Reverend A. E. ECKEL.

1. School held in a small room off a shop; very inconvenient and unsuitable; there had been a regular school-house, but it fell down.

2. Teacher, Mrs. Parke; Protestant; advanced in years; very unskilful; has to mind the shop as well as teach the school; salary, 4 dollars a month from the "Ladies' Society," and 2 dollars from Reverend Mr. Eckel—total, about £15 a year.

3. There were 8 boys and 5 girls present. Only 1 was advanced enough to be able to read a little.

4. All were Protestants. The Reverend Mr. Eckel examined in religion; the answering was very poor.

Mr. Eckel by letter informs me:—"It is not likely I shall continue the school beyond this month if there is not a prospect of increase of pupils, and of a number of them who will be able to learn the Catechism and to read Scripture Lessons."

Tuna Puna

No. 8.—TUNA PUNA.

Patron—The Reverend HENRY RICHARDS, Rector of St Mary's.

1. House the property of the teacher; unsuitable; no desks.

2. Teacher, Henry Gardner; Protestant; advanced in years, and very feeble; salary about £12 a year.

3. There were 26 boys and 15 girls present. Seventeen pupils were in the Primer, 12 in the Second Book, 9 in the Third Book, and 3 in the Fourth Book. Only 1 was returned as learning to write on paper. On the day of my visit there was no paper in the school.

4. I obtained no return of the religion of the pupils. The master says that about half the attendance is Catholic. Religious instruction is Scripture is given to all in common.

Tuna Puna

No. 9.—TACARIGUA INFANTS'.

Tacarigua Infants'

Patron—The Reverend HENRY RICHARDS.

This school is held in a neat and convenient house opposite the parsonage. On the day of my visit the attendance, I was informed, was exceptionally low, and I therefore made no detailed note of the circumstances of the school.

No. 10.—TURURE.

Tururе

Patron—The Reverend HENRY RICHARDS.

1. School held in a licensed placed of worship.

2. Teacher, Charles David Forde, who is also licensed Protestant catechist of the district; married; salary (paid by government) £150 a year; was trained in the Normal school, Woodbrook; had been for nine years teacher of the ward school at Couva, during which period he also acted as paid Protestant catechist; appointed to his present situation in January, 1866, by Governor Sir Manners Sutton; began the school in March, 1866.

3. 3. There were 5 boys and 5 girls present. The 5 boys and 2 of the girls were in the Primer. The reading of the other 3 was very bad. Arithmetic unknown.

4. Religious instruction is the main business of the school. The master examined. The answering was altogether by rote. On the occurrence of the phrase "inheritor of the Kingdom of Heaven," I begged the master to elicit the meaning of the word "inheritor." None had any idea of it; one said it meant "God."

No. 11.—MANAZANILLA.

Manzanilla

Parton—The Reverend HENRY RICHARDS.

1. School held in a licensed place of worship.

2. Teacher, John Williams; age 30: Protestant; not married; salary, including fees of pupils, £15 a year; as catechist to the district, reads the prayers publicly to the people; has no time-table.

3. There were 13 pupils present, 9 of whom were in the Primer; the remaining 4 could make a fair attempt at reading, but were utterly ignorant of everthing else.

4. Religious instruction is given for two hours daily. The pupils are all Protestants. The master examined them in a rambling, incoherent manner, in the catechism and Bible history. The answering displayed no intelligent knowledge of the subject.

The patron cannot frequently visit this school, owing to its immense distance from his residence. It accordingly labours under the same disadvantage as a ward school—viz., a want of local supervision. The catechist at Turure could, conveniently enough, manage this school.

No. 12.—ST. SYLVAN'S.

St. Sylvan's

1. School held in a church in which service is celebrated on Sundays by Mr. Graham, the catechist of Couva.

2. Teacher, J. N. Seely; age 38; Protestant; a native of Barbados.

3. There were 26 pupils present, of whom 13 were girls; the organization, however appeared to be specially directed to the teaching of religious matters.

4. Of the 26 pupils present, 14 were Roman Catholics. All were taught the Catechism and prayers of the Church of England. Religious instruction is given at various hours of the day. The master examined, and the answering was entirely by rote.

The teacher informed me that the Reverend Mr. Laurie, of the parish of St. Philip and St. Peter, is the patron; but unless he is so by a temporary arrangement, I conceive that the statement is incorrect, as the school is in the parish of St. Andrew (Couva), of which the Reverend H. G. Wall is the rector.

No. 13.—COUVA.

Couva

Patron—Reverend H. G. WALL.

1. House rather small for attendance.

2. Teacher, Thomas L. Graham; age, 26; Protestant; married trained in the Church of England Training School of Tobago; receives £50 a year as licensed catechist from the Consolidated Fund, and about £8 a year in fees from the pupils; gives service on Sundays at St. Sylvan's Church; is intelligent and earnest.

3. There were 19 boys and 15 girls present. My examination was very brief. None could tell the meaning of word "create."

4. Religious instruction is given for an hour daily. Of the 34 present, 7 were Roman Catholics, 3 were Methodists, and 24 were members of the Church of England. All are taught the Catechism of the Church of England. The teacher examined the pupils in the Catechism. Answering mainly by rote.

NON-ENDOWED PROTESTANT SCHOOLS

Providence Infants'

No. 14.—PROVIDENCE INFANTS'.

Patron—The Reverend W. B. LAURIE.

1. School is situated in Friendship Village; tolerably suitable to its purpose.

2. Teacher, Jessie M'Gregor; age, 30; Protestant; not trained; salary, £25 a year; intelligent and active; children pay 2½ or 5 cents weekly, but the fees are handed to manager for the general school fund.

3. There were 15 boys and 18 girls present: 11 of the boys and 13 of the girls were only in the Primer; the proficiency of the others was of a very humble kind. The girls learn a little needle-work

4. Religious instruction is given daily form 10 to 11 o'clock. Of the 33 present, 2 were Roman Catholics; the rest were members of the Church of England. "The Catholics," I was informed, "were Catholics by Baptism, but they frequent the Protestant Church on Sundays." All attend the religious instruction given in the school. On Wednesdays the more grown children attend the Phœnix Park School, to receive religious instruction from the Reverend Mr. Laurie. The mistress examined the pupils in the Catechism. Answering exceedingly flippant, but all by rote.

St. Simon's Claxton Bay

No. 15.—ST. SIMON'S, CLAXTON BAY.

Patron—The Reverend W. B. LAURIE.

1. School held in a church.

2. Teacher, Charles C. Smith; age 21; Protestant; privately trained by Reverend Mr. Laurie at Tobago; salary, £30 a year; interesting and intelligent. Each pupil pays 12 cents weekly—the proceeds being given to the patron for the general school fund.

3. There were 55 pupils present, including 21 girls; 24 of the boys and 16 of the girls were only in the Primer; the answering of the others, in dictation and tables, was pretty good.

4. Religious instruction is given daily, from 9½ to 10¼ o'clock. There were present 19 Roman Catholics, 13 members of the Church of England, and 23 Wesleyans. All are daily instructed in the Catechism of the Church of England. On Wednesdays the Reverend Mr. Laurie gives religious instruction in the school.

The master examined in the Church of England Catechism—answering ready, but by rote.

San Fernando

No. 16.—SAN FERNANDO.

Patron—The Reverend H. N. HUGGINS.

1. School held in a room of a private house rented by teacher; school-room only 18 feet by 15 feet; entirely too small for the attendance; on the day of my visit the atmosphere was very oppressive.

2. Teacher, Mrs. Anne Wears (wife of Mr. Wears, who is clerk of the church, and assistant-master in the Borough school); age 53; Protestant; salary, £25 from subscriptions, and about £23 in fees—total, £48 a year; hardworking and intelligent; is assisted by her daughter, who is about 12 years old.

3. There were 12 boys and 32 girls present. They were arranged in 8 classes—an arrangement which appeared to me to be quite too elaborate. General intelligence of pupils, above the average. Each pupil pays a fee to half a "bit" (2½d.) a week.

4. Thirty-two were members of the Church of England, and 12 were Catholics. The teacher informed me that "communicant Catholics retired, but the other Catholics remained during the time of religious instruction." At the time of my visit there were none of the communicant Catholics in the school. The teacher examined in the Cathechism of the Church of England; answering althogether by rote.

St. Clement's

No. 17.—ST. CLEMENT'S

Patron—Reverend H. N. HUGGINS.

1. School held in a room, but chiefly in the verandah, of the rectory.

2. Teacher, Margaret Daly; age 48; Protestant; a widow; salary £17 a year from the Bishop's Fund.

3. There were 1 boy and 6 girls present; 2 were in the Primer; in the case of the rest, the reading, slate writing, and spelling were pretty fair; writing on paper not practised; the girls learn to sew.

4. Religious instruction is given daily. All the pupils are members of the Church of England. The mistress examined them in the Catechism, which they knew pretty well.

Dunmore Hill

No. 18.—DUNMORE HILL.

This school is conducted on Wednesdays and Sundays only.

The teacher is Mr. W. Jamison, catechist of the Church of England; salary, £100 a year, paid from the Bishop's Fund.

There were 5 boys and 4 girls present.

The ostensible object of the school is to afford religious instruction to the children of the surrounding neighbourhood, which includes Monkeytown and Indian Walk.

When I arrived, the teacher was engaged at secular instruction.

The answering was of the most elementary character.

The teacher examined in religious knowledge—answering fair.

No. 19.—AROUCA PRESBYTERIAN.

Arouca Presbyterian

When I called, I found 14 or 15 children playing about the school. There was an oldish woman in the room, who appeared indisposed to give me any information. Mrs. Dickson then came and informed me that her husband, the Reverend Mr. Dickson, Presbyterian minister, had gone to Arima, and would not return until one o'clock; she added, that if I wanted to examine the scholars, or obtain any information concerning the school, I should either return, or wait until then. I told her that it was impossible for me to wait or return, and that I should feel obliged if she permitted me even to collect the statistics of the school. She very peremptorily declined to accede to my request.

THE FREE MODEL SCHOOL

The Free Model School

This is an adventure school established last year by the teacher, Mr. Eriché. It is held in a neat and commodious building which adjoins a Protestant Meeting House. The room is conveniently fitted up, having, in addition to the usual appliances, a very excellent gallery.

The Borough Council of Port-of-Spain have made an award of £25 a year to Mr. Eriché, on the condition that the school shall be satisfactorily carried on. Unlike the other Borough schools, which are supported by the Borough Council, this is not under the inspection of the Government Inspector of Schools. Mr. Eriché informed me that he invited Mr. Guppy, the Inspector, to undertake the inspection of the school, and that Mr. Guppy declined. In reference to this, Mr. Guppy observes that the Borough Council authorities had not communicated with him or the Board of Education on the subject, and that, pending the formal connexion of the school with the Board of Education, he could have nothing to say to its inspection. It certainly does appear strange that the Borough authorities have not taken steps to secure an official inspector of the school.

Some of the pupils pay a dollar a month, but the majority pay only half a dollar.

There were 76 pupils present, of whom 22 were only in the primer; 15 were in the highest or fifth class. I had time to examine only the latter. The reading was excellent; superior to anything I had heard in the Ward schools. In spelling and dictation, the proficiency was low. In arithmetic, also, the answering low. Only one boy in the class did a sum in proportion accurately. The supply of requisites was insufficient. There were only 11 slates in the school, and only 4 of the pupils had writing copies to submit for my inspection.

Some of the boys had previously been pupils of the Woodbrook School.

The discipline was tolerably successful, but the master resorted too frequently to corporal punishment. He certainly, even in my presence, inflicted severe lashes upon the boys, with a strap.

The master is a Roman Catholic. There is no religious instruction given in the school. Forty-one of the pupils are Catholics, and 35 are Protestants. The master says that on Wednesdays the Catholics attend at the Cathedral for religious instruction.

Mr. Eriche is an enthusiast, and unmistakably a popular teacher. The people "back" him, and the pupils like him.

I do not, however, understand why this school is called a Free Model School. It is not a *free* school, because the pupils pay fees; and its pretensions to be designated a model school—that is, a school set up for the special purpose of affording material for imitation—are destitute of any foundation.

ST. JOSEPH'S CONVENT BOARDING SCHOOL FOR YOUNG LADIES.

St. Joseph's Convent Boarding School for Young Ladies

1. The school is held in rooms belonging to the convent. Those rooms are commodious, well lighted, well ventilated, and in every respect suitable to educational purposes.

2. The school was founded about thirty years ago, chiefly with a view of affording the Catholic children of the better classes an opportunity of obtaining a liberal education, without having to travel to Europe for it, at great expense and immense inconvenience.

3. The teachers are the nuns of the Order of St. Joseph, a community which is specially and exclusively devoted to the work of education. The Superioress and most of the sisters are French ladies, but there are a few English or Irish ladies also in the community.

4. The girls' school of St. Joseph, for the education of the poor, is conducted by some of the nuns of this school. In another report I describe the condition of the school for the poor.

5. In the prescribed rules of the school it is provided that no illegitimate children are admitted. The necessity for publishing such a rule in the Prospectus is a strange feature in the social economy of this colony.

6. The pension for boarders is £40 a year; and for half-boarders, £22 10s. a year.

7. The half-boarders are nourished by their parents. The meals of this class of boarders are brought to them to the school three times daily—first at half-past seven in the morning; then at half-past eleven; and again at half-past five in the evening.

8. No child who is under six or over ten years of age is admitted as a boarder.

9. Music, drawing, washing, stationery, repairs of clothing, &c., are extras.

10. The visiting masters are required to give their lessons in presence of one of the nuns.

11. On the day of my visit, there were presented to me for examination 64 boarders and 18 day scholars.

12. Extern scholars are limited to children who have not attained the age of ten years. The fee paid by externs, between six and ten years, is £1 5s. a month. The hours of their attendance are from half-past seven in the morning until a quarter past five in the afternoon.

St Joseph's Convent Boarding School for Young Ladies

13. There is also an infants' class, for whom the hours of attendance are from nine to four. The fee paid for infants is 12s. 6d. a month.

14. The organization of the school is exceedingly skilful. The gradation of business and the classification of the scholars are as delicately adjusted as I have ever seen to be the case in any similar establishment in Europe.

15. The course of instruction includes reading, writing, arithmetic, composition, the English and French grammars and languages, needlework, music, drawing, &c.

16. There are four courses of instruction. Each course consists of two divisions, and each division is denoted by the colour of the sash worn by the pupils. The latter is a simple but most useful arrangement. Emulation is stimulated by it. Progress is, as it were, distinguished by a decoration.

The four courses are:—

1. The preparatory course, the sashes being cherry-coloured and green.
2. The elementary course, the sashes being brown and violet.
3. The secondary course, the sashes being blue and yellow.
4. The superior course, the sashes being red and white.

17. English and French are spoken in all the classes.

18. The preparatory course embraces elementary reading and writing; easy spelling; a little geography and history; and simple addition.

19. The elementary course embraces a development of the subjects of the preparatory course ;and also dictation, letter writing, grammar, and translation from English into French and from French into English.

20. The secondary course embraces a further development of the preceding, with the elements of astronomy, and recitation.

21. The superior course embraces a still further development of the preceding subjects, with the art of versification, the history of modern literature, the elements of geology, natural history, and natural philosophy.

22. The writing exercises are made to subserve the acquisition of knowledge in several useful branches. In one division, children's duties are copied out; in another, religious knowledge is reproduced ;in another, synoptical tables written out; &c. The style of the writing is agreeable, and the copies are all neatly executed, and preserved scrupulously clean.

23. Recitations in English and French are sedulously practised, and with very considerable success. The reading of the pupils was unmistakably good. In some cases it was quite superior. The English was read with a marked but not disagreeable foreign accent.

24. The historical instruction is practical and comprehensive. It includes an extensive course of sacred history; an appreciation of the laws which affected the distribution of the human race and the foundation of different kingdoms and forms of government; the histories of Rome, the Middle Ages,France, England, &c.

25. I gave dictation exercises in English and French to the senior division of the pupils. The exercises were almost faultlessly executed.

26. The facility and accuracy with which they performed arithmetical exercises were very gratifying. There were mistakes made, to be sure, and there were a few failures; but, relatively, the answering in arithmetic was better than in most of the public schools.

27. I was very happy to find, in the circumstance that the elements of book-keeping are taught to the senior pupils, that a practical direction is given to the course of education.

28. All the pupils are Roman Catholics. Attendance at Mass and religious instruction are of daily occurrence.

29. The manners and deportment of the children are quiet and gentlewomanly; the discipline is mild but effective; a more orderly, more becoming, and more attractive set of children I have never met. The maximum age was about 17 ;there were a few, however, who were mere infants.

30. I was uncommonly gratified by my experience of this school; everything in it looked lightsome, airy, and genial. The children seemed happy; the nuns appeared to be delighted. Although a burning sun was scorching everything without, within everything looked genial. The dormitories were as neat as art, and care, and taste could make them; the atmosphere was fresh and cool, so much so, that for the moment you could forget you were in the tropics. The ladies who conduct this school are accomplished, energetic, and zealous, and possess a thorough conception of their duties. They have adopted an organization which is as skilful as any I have ever experienced, and which evidently is the result of the labour and the thought of many years.

I left the school with the conviction that every virtue that could grace a gentlewoman's character might be acquired in it ;and that, so long as such a school flourishes in the colony, there will remain no occasion for parents risking the perils of a long sea voyage to obtain a European education for their daughters.

APPENDIX

Abstract, showing the Quality of the Attendance of the Pupils at the Government Schools

Schools	Number of Pupils who, during the Year 1868, made														
	Under 20 attendances	20, but under 30 attendances	30, but under 40 attendances	40, but under 50 attendances	50, but under 60 attendances	60, but under 70 attendances	70, but under 80 attendances	80, but under 90 attendances	90, but under 100 attendances	100, but under 120 attendances	120, but under 140 attendances	140, but under 160 attendances	160, but under 180 attendances	Over 180 attendances	Total
1. Boys' Model School ...	19	15	10	14	10	13	11	13	4	20	15	6	–	–	150
2. Girls' Model School ...	53	37	34	28	29	42	25	25	28	54	50	17	–	–	422
3. Borough (Town Hall) School	11	8	12	7	6	12	6	7	2	10	14	9	–	–	104
4. Borough (Eastern Market) School	34	21	17	10	9	14	14	9	7	20	22	10	3	–	190
5. San Fernando Borough School	28	49	24	23	18	20	15	16	9	22	14	6	9	3	256
6. Carenage Ward School ...	3	15	8	3	3	2	4	2	4	10	9	1	–	–	64
7. Diego Martin Ward School	4	5	7	7	6	4	3	2	8	12	6	5	3	1	73
8. Maraval Ward School ...	16	2	7	6	5	7	9	11	6	8	8	7	3	–	95
9. Laventille Ward School ...	20	23	14	9	10	9	7	7	7	12	2	–	–	–	120
10. Santa Cruz Ward School ...	12	1	8	8	4	4	6	7	8	8	10	6	1	–	83
11. San Juan Ward School ...	23	14	11	15	7	8	6	6	11	13	8	4	1	–	127
12. St. Joseph Ward School ...	12	19	11	7	4	3	5	5	5	13	8	6	–	–	98
13. Maraccas Ward School ...	10	9	9	2	4	4	4	6	8	6	5	3	–	–	70
14. Caura Ward School ...	21	6	2	7	4	6	4	2	5	5	4	–	–	–	66
15. Tacarigua Ward School ...	21	16	11	9	10	5	5	3	1	10	5	3	1	–	100
16. Arouca Ward School ...	49	31	31	12	8	6	10	10	3	7	4	5	–	–	176
17. Arima Ward School ...	17	10	7	8	7	12	6	7	9	14	10	8	8	–	123
18. Chaguanas Ward School ...	8	9	10	8	6	4	1	4	8	13	8	7	–	–	86
19. Couva Ward School ...	9	8	4	3	5	5	2	2	3	10	3	3	–	–	57
20. Savanetta Ward School ...	19	11	9	4	8	2	2	2	2	7	4	–	–	–	70
21. Point-a-Pierre Ward School	12	2	6	8	2	3	4	8	1	2	–	2	2	–	52
22. St. Joseph (Naparima) Ward School	5	4	5	7	7	5	7	3	3	6	5	14	6	–	77
23. St. Madeleine Ward School	31	19	10	10	9	3	6	3	2	6	4	4	–	–	107
24. Iere Village Ward School ...	23	7	1	2	4	–	–	2	7	10	5	7	3	–	71
25. Mission (Savanna Grande) Ward School	13	4	5	12	6	16	13	12	15	32	10	4	–	–	142
26. Indian Walk Ward School ...	13	11	12	7	11	7	1	2	1	8	14	7	–	–	94
27. Victoria Village Ward School	11	9	6	8	8	8	5	6	11	11	18	10	1	–	112
28. Canaan Village Ward School	10	2	7	4	4	2	2	3	5	9	7	4	5	–	64
29. Oropouche Ward School ...	16	7	7	10	7	5	5	3	1	9	9	1	2	–	82
30. La Brea Ward School ...	10	2	1	1	2	–	4	1	3	2	10	1	–	–	37
31. Guapo Ward School ...	7	–	3	4	3	2	3	3	7	6	–	–	–	–	38
32. Cedros Ward School ...	9	9	5	3	12	5	14	2	4	13	9	3	2	–	90
33. Icacos Ward School ...	10	6	1	7	4	3	3	3	8	14	7	4	–	–	70
34. Erin Ward School ...	2	3	–	3	–	1	–	1	6	6	7	2	6	–	37
35. Mayaro Ward School ...	21	5	7	5	5	2	6	5	5	2	10	6	10	–	89
Total ...	582	399	322	281	247	244	218	203	217	410	324	175	66	4	3,692
Percentage ...	15.76	10.8	8.72	7.61	6.69	6.6	5.9	5.49	5.87	11.1	8.77	4.74	1.78	1	

Name of School		Name of School	
1. All Saints', Protestant,	97	39. Maraval Ward,	80
2. Arima, Roman Catholic,	96	40. Mayaro Ward,	93
3. Arima Ward,	85	41. Mission (Savanna Grande) Ward,	88
4. Arouca, Roman Catholic.	96	42. Model School, Boys,	26
5. Arouca, Presbyterian,	101	43. Model School, Girls,	27
6. Arouca Ward	84	44. Normal School,	29
7. Belmont, Roman Catholic,	96	45. Oropouche Ward,	90
8. Belmont, Protestant,	98	46. Pointe-a-Pierre Ward,	86
9. Cambridge-street, Protestant,	97	47. Providence, Protestant,	100
10. Canaan Village Ward,	89	48. Queen's Collegiate School,	52
11. Carenage Ward,	79	49. St. Ann's, Laventille, Ward	81
12. Caura Ward,	83	50. St. Clement's, Protestant,	100
13. Cedros Ward,	91	51. St. Dominick's, Roman Catholic,	95
14. Chacon-street, Protestant,	97	52. St. John's, Pretestant,	98
15. Chaguanas Ward,	85	53. St. Joseph's, Carenage, Roman Catholic,	96
16. College of the Immaculate Conception,	62	54. St. Joseph's, Roman Catholic,	94
17. Coolie School, El Socorro,	94	55. St. Joseph's Ward,	82
18. Coolie Orphan Home,	93	56. St. Joseph's Convent, Roman Catholic,	94
19. Coolie School, Iere Village,	94	57. St. Joseph's Convent Boarding, Roman Catholic,	101
20. Coolie School, Newtown,	94	58. St. Joseph's Naparima, Ward,	87
21. Corbeautown, Richmond-street, Roman Catholic,	95	59. St. Louis de Gonzaga, Roman Catholic,	95
22 Couva, Protestant,	99	60. St. Madeleine Ward,	87
23. Couva,Ward,	85	61. St. Matthias, Protestant,	98
24. Diego Martin, Roman Catholic,	96	62. St. Patrick's Boys, Roman Catholic,	95
25. Diego Martin, Protestant,	98	63. St. Patrick's, Girls, Roman Catholic,	95
26. Diego Martin Ward,	80	64. St. Simon's Protestant,	100
27. Dunmore Hill, Protestant,	100	65. St. Sylvan's, Protestant,	99
28. Eastern Market (Borough),	78	66. San Fernando, Protestant,	100
29. Erin Ward.	92	67. San Fernando (Borough).	79
30. Free Model,	101	68. San Juan Ward,	82
31. Guapo Ward,	90	69. Santa Cruz Ward,	81
32. Icacos Ward	91	70. Savanetta Ward,	86
33. Iere Village Ward,	88	71. Tacarigua Ward,	84
34. Indian Walk Ward,	88	72. Tacarigua Infants', Protestant,	99
35. La Brea Ward,	90	73. Town Hall (Borough) Ward,	78
36. La Ceiba, Roman Catholic,	97	74. Tuna Puna, Protestant,	98
37. Mazanilla, Protestant,	99	75. Turure, Protestant,	99
38. Maracas Ward	83	76. Victoria Village Ward,	89

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